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ABSTRACT

This issue of Kaleidoscope, which focuses on projects involving innovative educational changes, describes 90 programs in the elementary and secondary schools in Massachusetts. The projects cover a wide range of educational interests including school administration and environment, guidance and special needs programs, curriculum areas, and a special section of nine programs for adult education. Each project description includes a statement of objectives and content, some evaluative comments, a professional personnel breakdown, the approximate costs, and some information contacts. (RA)

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KALEIDOSCOPE 5

A DESCRIPTIVE COLLECTION OF PROMISING EDUCATIONAL PRACTICES

Fall 1971

Edited by:

Barbara Kaufman, Beverly Lydiard

Commonwealth of Massachusetts

Department of Education

Bureau of Curriculum Services, E.S.E.A. Title III

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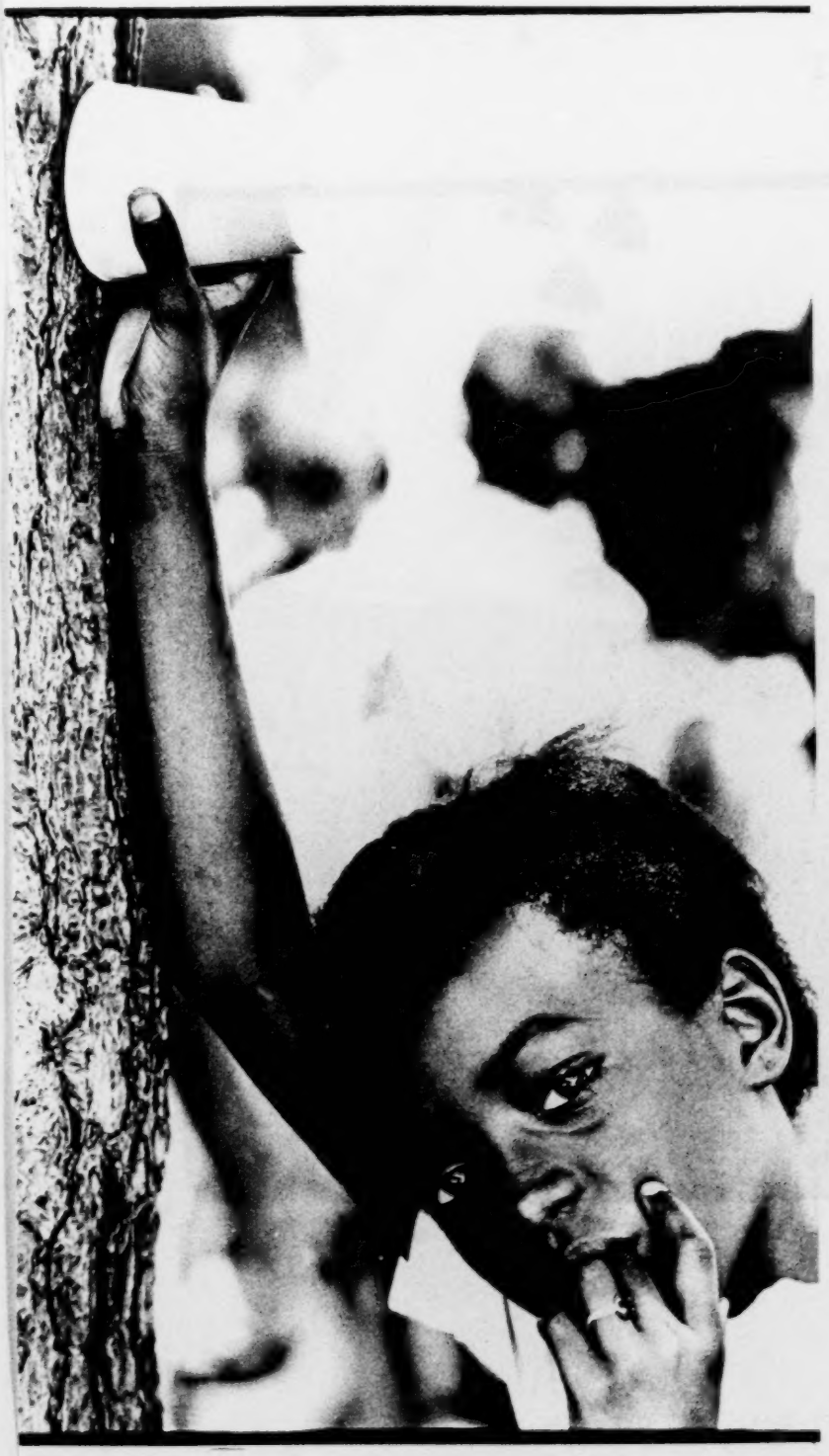
INTRODUCTION



"Why is there so much pressure to change education today? What was wrong with the way we were educated--it was good enough for us, why isn't it good enough for our children?" A school committeewoman asked this question of a prominent Massachusetts educator recently.

"Because the world is a different place today," he replied. "There was a time when children went to school to acquire knowledge from their teachers --knowledge which they could gain in no other way. In those days the teachers knew far more than the students, but that just isn't true anymore.

"The generation of students in school today has grown up in an era of new mobility, rapidly changing technology. And they have been watching TV practically from the day they were born. There is very little these children don't know about--very little information they haven't at least been exposed to-- and in many areas, drugs, for instance, they know far more than their teachers. You just can't handle this situation by continuing on with the old ways."

Few if any educators are content with the status quo anymore. Pressures to change are almost overwhelming, and so is the confusion over what constitutes really meaningful and constructive change.

For the past five years, the Kettering Foundation's Institute for the Development of Educational Activities has been studying educational change. The vehicle for this study has been a network of 18 elementary and junior high schools in Southern California whose principals were given special permission to make certain decisions normally reserved for their districts. The schools were selected to represent an economic and sociolological cross-section of American education.

Among the things which the study found was that administrators and staff members pass through identifiable stages

during the change process.

First, there is a kind of passive questioning, "What do you want me to do?" Next, comes a sort of dabbling with minor, non-threatening changes: regrouping students, getting new textbooks, etc. Finally, administrators and staff begin looking at fundamental questions, such as the purposes of education and the appropriateness of school organization for these purposes. At this point the process of change starts taking on a focus, and planning becomes more significant.

I/D/E/A/ also found that change almost inevitably creates conflict--between staff and administrators, between the superintendent and the school committee, between the schools and the community. Despite all the lip service given to the need for change, people still are suspicious of it and sometimes administrators, teachers or school committee people find themselves caught in the middle.

Controversy over change is often the catalyst which brings to life an otherwise apathetic staff or public. The challenge then is to translate these energies into a constructive force.

One reason why educational innovations are suspect is concern over whether they will work. This is where KALEIDOSCOPE comes in. All of the innovations reported here have actually been in use for at least six months. Many have been evaluated. Names and addresses of contact people are given so anyone interested can find out just how well a program is working and how effective it is.

The scope of the innovations reported in these pages runs all the way from the curriculum workshops in Weston where staff members wrestled with basic questions like "What is education?" and "How do students learn?" to the summer reading club set up in Hopkinton to help children not reading at grade level. Some involve rather drastic changes in the learning environment, such as Arlington's Cluster Plan, the Career Exploration Program at Lincoln-Sudbury or "Cultural Immersion" at Ipswich.

You'll find heart-warming reports of the way students are learning to help each other and how elderly pensioners are getting a new lease on life through becoming foster grandparents to children in need of love and attention. A great many of the programs reported here do not require additional funds to implement them, and some involve only a reallocation of school budget money which is already available.

This issue of KALEIDOSCOPE looks at a broader spectrum of education than any previous one, since it contains a special section on Adult Education. A lot more is going on in our schools today than the teaching of school age children. This is illustrated in the articles about programs for adults which range all the way from basic academics and job skills to arts and crafts and even bird watching! Several exemplary adult programs being carried on by private industry are also included.

The process of educational change is sometimes noisy and turbulent. But it can also be a quiet revolution, taking place in small, but meaningful changes which have broken with hidebound traditions to meet new needs and solve new problems. KALEIDOSCOPE is interested in reporting and communicating both the noisy and the quiet changes. No idea is too small or too big, as long as it works!

Robert A. Watson, Director
Curriculum Services

NOTE

UNLOCK stands for unusual and new learning opportunities for creativity and knowledge. It is a statewide communication network with representatives in most school systems. A list of the coordinating area consultants is given at the back of this book; feel free to call on them for further information about this dissemination program or to inquire about your local UNLOCK representative. KALEIDOSCOPE is published twice a year as reports from local and area UNLOCK representatives and others accumulate.

How to Use *Kaleidoscope*

Please note the Index by Grade Level and Index by City, Town, and Region at the back of the book.

Abbreviations include: UNLOCK, a member of the UNLOCK network (see aobve); Dept. of Ed , a member of the State Department of Education; ESEA, Elementary and Secondary Education Act; NDEA, National Defense and Education Act; RSD, regional school district.

School systems represented in KALEIDOSCOPE should feel free to reproduce any report for wider distribution. Simply credit this publication and

Get in touch with a report's Information Contact if you think the program has some merit for your own situation. These people are happy to share their experiences.

Cover

Photos: Bill Purdy, Gerry Peters (top right)
Design: Ginny Rinaldo

Distribution

KALEIDOSCOPE 5 has been distributed to: superintendents and principals of all Mass. public and non-public schools, preschool through grade 12; education schools of all colleges and universities in the state; local presidents of the Mass. Teachers Association and the Mass. Federation of Teachers; school committee chairmen;education editors of the mass media; education directors of educational organizations and community action programs; local education chairmen of the League of Women Voters; interested parents and teachers; all other state Departments of Education and ESEA Title III Coordinators; and many others, including those mentioned in this issue.

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TABLE OF CONTENTS

I. CHANGES IN THE SCHOOL ENVIRONMENT

A. Administrative and Structural Variations

1. Exchange with Phoenix Indian School, *Longmeadow* 1
2. Activity and Interest Plan, *Easthampton* 4
3. High School Scheduling: Using College Techniques, *North Reading* 4
4. Continuous Learning Programs Flourish at No Extra Expense, *Saugus* 5
5. The Cluster Plan in Arlington, *Arlington* 7
6. Falmouth Out-Of-School Program, *Falmouth* 8

See also: 8, 20, 22, 23, 25, 26, 28, 34, 40, 41, 42, 49, 50, 52, 55, 56, 57, 61, 63, 65, 66, 72, 76, 77

B. Supporting Innovation/Professional Development

7. Workshops Examine the Teaching and Learning Process, *Weston* 9
8. Teachers and Students Explore Media Together, *Hingham* 10
9. Research and Development by Teachers, Students and Parents, *Amherst-Pelham RSD* 12
10. Grade Level Workshops, *Milford* 12
11. Evaluating the Effectiveness of Instruction, *Roxbury* 13
12. Curriculum Development and Evaluation Center, *Marblehead* 14
13. Aides Volunteer for Training Program, *Boston* 15

See also: 16, 17, 19, 30, 33, 44, 52, 53, 63, 65, 70

C. Parents/Communication

14. Foster Grandparents Help Their Children and Themselves, *Wrentham* 16
15. This Week's Show: A Weekly Radio Series, *Brookline* 18
16. A Second Look at the Central School, *Cambridge* 18
17. Helping Teachers Communicate with Spanish-Speaking Students and Parents, *Worcester* 21
18. A Comprehensive Communications Program, *Lexington* 22
19. Each One Reach One, *Boston* 23

See also: 2, 5, 6, 9, 13, 25, 30, 33, 38, 51, 55, 61, 72, 76, 77, 78, Section IV

D. Student Involvement

20. School Friends Program, *Andover* 25
21. Inner City Outing Club, *Boston* 26
22. Mini-Course Week, *North Dartmouth* 26
23. Partnerships in Reading, *Orleans* 27
24. Students Rap with Superintendent, *Worcester* 28
25. Work Experience Options, *Dorchester* 28
26. Kids Helping Kids, *Carver and Plymouth-Carver RSD* 30
27. Prep School and Public School Team Up, *Sheffield* 31
28. An Idea That Grew, *Framingham* 32

See also: 1, 2, 3, 5, 6, 8, 9, 15, 31, 39, 40, 41, 42, 43, 46, 47, 49, 50, 59, 61, 66, 67, 68, 72, 74, 75, 76, 77, 78

II. GUIDANCE AND SPECIAL NEEDS PROGRAMS

E. Children with Special Needs

29. 4-H in the Special Class, *Orange* 34
30. Lay Tutors for Learning Disabilities Classes, *Melrose* 35
31. Student-Tutor Education Project (STEP), *Shirley and Westboro* 36
32. Teacher-Devised Bilingual Program, *South Boston* 37
33. Perceptual-Motor Development Program, *Wachusett RSD* 38
34. Helping Emotionally Disturbed Children, *Ipswich* 38
35. Camp Plum Cove, *Gloucester* 39
36. Operation English Mastery, *Worcester* 40

See also: 13, 14, 17, 19, 20, 23, 26, 27, 28, 37, 38, 40, 51, 52, 53, 60, 79, 80

F. Guidance

37. A Team Approach to Guidance and Counseling, *Brookline* 41
38. Home School Counseling, *Stoneham* 42

See also: 3, 51, 52, 53

III. CURRICULUM AREAS

G. Humanities/Art/English/Media/Music/Languages

39. The Library: Center of Activity, *Bellingham* 43
40. Humanities for Turned-off Students: Cultural Immersion, *Ipswich* 44

41. Kaleidoscope Art Fair, *New Bedford* 46
42. Art Workshops, *Quincy* 47
43. Students Design Their Own English Programs, *Lincoln-Sudbury RSD* 48
44. From a Poet's Point of View, *Brockton, Cambridge, Fitchburg, Newton, Springfield, Sharon, Sudbury, Pittsfield, Walpole, Worcester* 49
45. Individualized Program for English Skills, *Bourne* 51
46. Do-It-Yourself TV, *Pittsfield* 52
47. The Williston Summer Theatre, *Easthampton* 54
48. The Music Board, *Brookline* 55
49. Independent Study Units in French, *Brookline* 57

See also: 8, 15, 17, 22, 32, 56, 58, 59, 67, 72

H. Health/Physical Education

50. Breakfast Party at School, *Wrentham* 58
51. CHEC and Parents Anonymous, *West Springfield* 59
52. Drug Counseling Program, *Framingham* 60
53. Two Towns Set Up a Drug Program, *Dedham and Westwood* 61
54. Movement Exploration, *Concord* 63
55. Physical Education Takes to the Woods, *Stow* 65

See also: 14, 21, 35, 84

I. Vocational Education

56. Theater Apprentice Program, *Springfield* 66
57. Students Build a House, *Tantasqua RSD* 68
58. Annual Business Reports by H.S. Seniors, *Hathorne* 68
59. Student-Constructed Reading Lab, *Northampton* 69
60. Simulated Job Site Serves Retardees, *Lowell* 70
61. Career Exploration, *Lincoln-Sudbury RSD* 71
62. Child Study Program and Lab School, *Amherst-Pelham RSD* 72

See also: 2, 6, 25, 47, 69, 82, 83, 86, 88

J. Science/Environment/Math/Economics

63. Team Teaching in Science, *Fitchburg* 73
64. 4-H in the Science Program, *Orange* 74
65. A Cross Disciplinary Approach to Jr. High Science, *Sudbury* 75
66. Independent Oceanographic Study, *Plymouth* 75
67. A Pollution Play, *Bourne* 76
68. Multiplication Bee, *West Yarmouth* 77
69. Four-Year Computer Science Program, *Cambridge* 77
70. Project DEEP, *Quincy* 78

See also: 4, 11, 21, 29, 55

K. Social Studies

71. Northampton "Monopoly", *Northampton* 79
72. Slide Tape of the Black Heritage Trail, *Roxbury* 80
73. Experimental Psychology, *Worcester* 81
74. Social Studies Electives, *Masconomet RSD* 82
75. Food in Eleventh Century England, *Andover* 83
76. Teenagers and the Law, *Cambridge* 84

77. Classroom at City Hall, *Boston* 85
78. Citizenship Program: Part of the Solution, *Bedford* 85
See also: 1, 2, 40, 46, 49, 62

L. Reading/Elementary Language Arts

79. The Lone Ranger Aids the Slow Reader, *Framingham* 87
80. Summer Reading Club, *Hopkinton* 88
81. Programmed Personalized Paperback Project, *Quincy* 88
See also: 4, 11, 23, 35, 82, 83, 84, 86, 87, 88, 89, 90

IV. ADULT EDUCATION

82. Night Life, *Worcester* 90
83. Adult Education on Company Time, *Polaroid Corporation* 92
84. It's More Than Just Learning English, *Falmouth* 94
85. Regional Cooperation: An Experiment, *Concord-Carlisle RSD and Lincoln-Sudbury RSD* 96
86. Vocational Training in State Prisons, *Bridgewater, Norfolk, Walpole* 97
87. OWL (Onward With Learning), *Springfield* 98
88. John Hancock Prep Program, *John Hancock Mutual Life Insurance Company* 99
89. Community Education Center, *Amherst-Pelham RSD* 99
90. Boning Up for the High School Equivalency Exam, *Gloucester* 102

How to Multiply an Innovation 104
List of Area UNLOCK Consultants 105
Kaleidoscope Lead Report Form 106
City, Town and Region Index 108
Grade Level Index 109
How to Get on Kaleidoscope's Mailing List 110

The Point
by Kim Bennet, 12 years old

The point is to live the questions now, and then, along some distant day, you will without realizing it, live into the answers.

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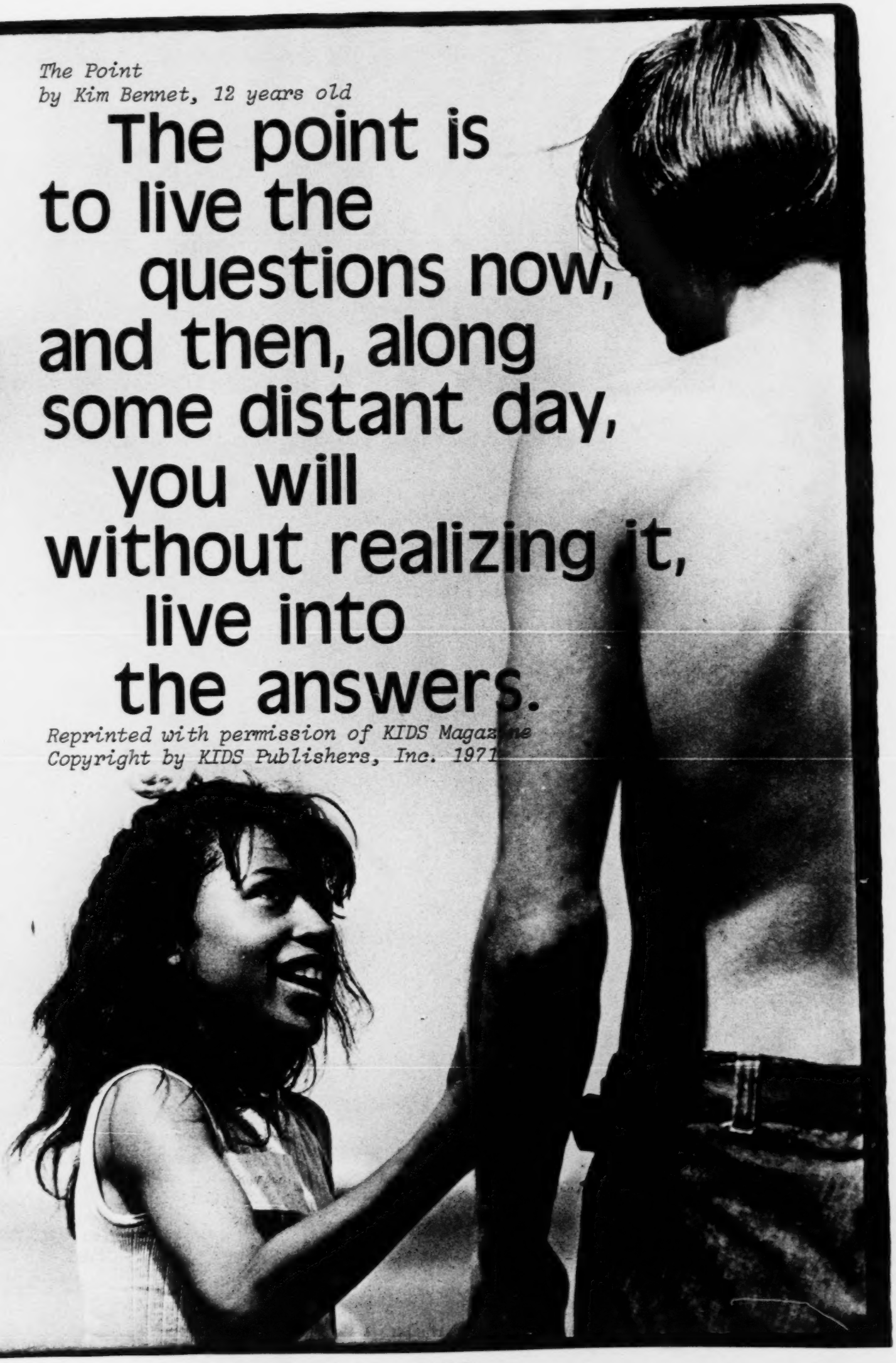


I. CHANGES IN THE SCHOOL ENVIRONMENT

A. Administrative and Structural Variations

1. Exchange with Phoenix Indian School

LONGMEADOW HIGH SCHOOL, 75 Grassy Cutter Road, Longmeadow 01106
Superintendent: Robert Russell
Reported by: Edgar G. Craver, Principal
Information and administrative contact: Edgar G. Craver, 413-567-3331

Three schools operated by the Bureau of Indian Affairs have teamed up with three public schools in a unique exchange program which has had far-reaching effects on the administrators, students and course offerings of the six schools.

In February 1969, the Bureau of Indian Affairs and the National Association of Secondary School Principals joined together in an effort to introduce innovative practices into the schools of the Bureau of Indian Affairs.

This was to be done by establishing model programs in selected BIA schools which could be replicated throughout the BIA system to better meet the educational needs of Indian youth. Another objective was to determine if an exchange among selected Bureau and public school principals could be effective in introducing innovative changes throughout the BIA school system.

During its two years of operation, the program has expanded to include an exchange of students as well as administrators, and the participants feel it has been so successful they would like to see it continued and further expanded.

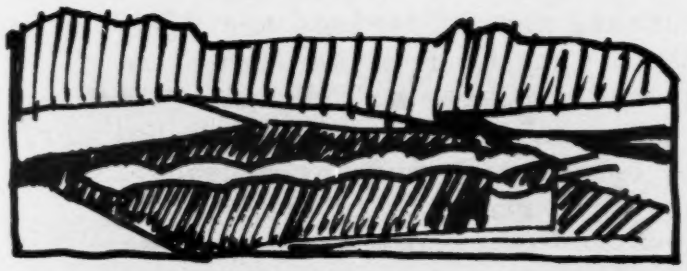
Longmeadow High School is one of the participating schools and has been paired with the Turtle Mountain Indian School in Belcourt, North Dakota. In March 1970, Turtle Mountain Principal Dan Jerome (an Indian himself) came to spend a week meeting with administrators, teachers and students at Longmeadow to learn about innovative practices at the school. Then Longmeadow Principal Edgar Craver made two trips to the Turtle Mountain School. He visited classrooms and also spent a good deal of time talking with students, teachers and parents, finding out what their attitudes and opinions were concerning the strengths and weaknesses of their school and the problems as they saw them.

One of these problems was a high absentee and dropout rate at the secondary level. The two principals felt an English elective program might help this situation, and Mr. Jerome introduced 32 six-week English courses into the curriculum allowing some student selection. The absentee rate dropped 31 percent and the number of English failures was reduced from 32 a year ago to only 4 this past year. Now social studies teachers also plan to use mini-courses.

It was evident that some of the biggest problems at the school resulted from student reading deficiencies. So a reading consultant from Longmeadow went to North Dakota to conduct an eight-day workshop for teachers at the Turtle Mountain School. Sixty-five teachers attended. The sessions were designed to help teachers diagnose individual problems and develop an overall school approach to improve the program. Three reading consultants have now been added to the elementary staff to attack the problem at an earlier level.

Many other changes were also made at the Turtle Mountain School as a result of the exchange program. Department heads have now been appointed; a work-study program has been started, as well as an adult education program. Study hall absenteeism is being combatted by giving students in grades 7-12 the choice of attending a general activities period rather than a formal study hall. The school has also initiated plans to apply for accreditation through the North Central College and School Association. These changes are having a "ripple" effect and other BIA schools are adopting some of them.

Although the Longmeadow-Turtle Mountain program wasn't originally planned to include an exchange of students, the students themselves soon decided they wanted to participate. Nine Longmeadow students went to the Turtle Mountain School for a week's stay in April 1970. When they arrived, they were shocked to find the school had no student council, no courses on Indian culture and no lacrosse team. (Longmeadow High's lacrosse team had just won the State championship in this sport which originated with the Indians.)



The Longmeadow students learned that teachers at the Turtle Mountain School had tried offering courses in Indian culture but there had been only a few takers. After the Longmeadow students left, the school set up four courses relating to the Indian language, literature and culture and had no trouble filling several sections for each course. A full-time student coordinator was also hired as a first step toward involving students more in the operation and governing of their school.

A group of five Turtle Mountain students also spent a week at Longmeadow. They talked about their way of life with junior and senior high students as well as parents and students in the elementary school. As a result, a full unit on Indian literature is now part of the Longmeadow curriculum.

In January 1970, Longmeadow played host to all of the principals involved in the project. While these principals were there, a Longmeadow student became acquainted with the principal of the Phoenix Indian School in Arizona; they began corresponding, and this resulted in the establishment of another student exchange program.

The Longmeadow student and a Phoenix student swapped places from January to June this year, and when the Longmeadow student returned, she voluntarily wrote a 50-page paper about her experiences. The program has expanded this school year, and six Longmeadow students will be spending part of the current school year at the Phoenix Indian School. Six students from Phoenix will also be visiting Longmeadow.

Transportation costs for the Longmeadow students are paid by their parents. The BIA pays for the students who come to Massachusetts. Since the Phoenix Indian School is a boarding school, the visiting students stay in the dorms. The Indian students live with Longmeadow families. Mr. Craver advises any school wishing to set up a similar student exchange program to contact Henry H. Rosenbluth, Director of Instructional Service, Bureau of Indian Affairs, in Washington, D.C. 20000.

Last summer, all of the principals participating in the exchange project attended a two-day conference at Vail, Colorado, sponsored by the Bureau of Indian Affairs and the National Association of Secondary School Principals. Individual principals summarized what has been done so far, and all participants discussed the objectives of the program in terms of what has been achieved. Proposals were also drawn up for a continuation of the project.

The principals expressed the hope that what has been accomplished so far is only the first of many wide-open programs aimed at developing mutual concern and interest in each other's problems and finding solutions for them.

Date project operational: September 1969
No. of students/personnel involved: Personnel 2, students 17
Approximate cost: $15,000 for the 6 schools
Sources of funds: ESEA Title III, BIA, and NASSP. (Student transportation costs: individual students and BIA for Indian students.)

2. Activity and Interest Plan

EASTHAMPTON MIDDLE SCHOOL, 4 Park St., Easthampton 01027
Superintendent: Neil Pepin
Reported by: William G. Erickson
Information contact: Larry Trinceri, Course Coordinator, 413-527-4770
Administrative contact: William G. Erickson, Principal, 413-527-4770

When a school takes advantage of community resources, a host of exciting learning opportunities can be provided to students. The Easthampton Middle School children found this to be true when activity and interest courses were introduced last year. It was discovered that most businesses and industries are quite willing to cooperate in the learning experiences of youngsters.

In one particular course, Auto Mechanics, boys visited a local garage where they were given a lecture-demonstration on some aspect of automotive repair. This course was planned entirely by the garage foreman and his staff. It proved to be tremendously popular with the seventh and eighth grade boys.

Another course involved students in an elective called "Manufacturing in the Connecticut River Valley." Weekly visits were made to electric power plants, fabrication and assembly-type factories, and research laboratories. Guest speakers from these industries often visited the classrooms prior to the actual student trips.

The activity and interests electives, numbering about ten per day, are available to Middle School children during study periods, lunch periods and after school. They are scheduled in short 22-minute periods and longer 44-minute modules. Trips are scheduled during the noon hour, and customarily do not interfere with normal academic programs. Though most visits are by bus, some are within walking distance.

In addition to the outside-of-school courses, many offerings are provided in school ranging from Aerodynamics of Paper Air Planes to Origami, Pinochle, "rap" sessions, Propaganda Techniques, and Babysitting and Child Care. The Language Arts Faculty are teaching three or four cooperatively planned electives each term, providing a core of 15 to 20 electives for the school. When the program began, all activity and interest courses were scheduled quarterly; they are now offered three times per year, cutting down on organization time.

In all of the courses, both in and out of school, teachers have given their time and interest voluntarily to make the Easthampton Middle School a more vital and interesting place.

Date project operational: December 1970
No. of students: 196 (daily average)
Approximate yearly cost: Minimal materials and travel expenses
Source of funds: School budget
Dissemination materials available: Survey results taken June 1971 by the last quarter students who took course. (Changed enrollment every quarter.)

3. High School Scheduling: Using College Techniques

NORTH READING HIGH SCHOOL, Park Street, North Reading 01864
Superintendent: Francis X. O'Donoghue
Reported by: Arthur A. Barresi, Vice Principal
Information contact: Arthur A. Barresi, 617-664-3156
Administrative contact: Arthur Kenney, 617-664-3156

By utilizing a college-type scheduling procedure, students at North Reading High School now have an opportunity to select the subject, teacher and

class time they want. This is how it works: Early in the spring, a pre-registration is held when each student lists on a computer sheet the courses he wants to take the following year. This pre-registration takes place in the homerooms after students have had an opportunity to consult their guidance counselors and the school's course of studies booklet.

These sheets are then tallied by computer and the results are utilized by administrators to make up the master schedule. Later on in the spring, registration is held in the cafeteria where computer cards are laid out on the tables in piles -- one pile for each class period.

The upcoming seniors have first choice of periods as well as teachers; underclassmen know they will eventually have first choice when they become seniors. The senior, junior, sophomore and freshman classes register in that order -- with members of each class drawing lots to determine who goes first. As each student goes through the cafeteria door, he receives a "header card" with his name on it along with the pre-registration list of courses he had made up. Then he goes from table to table, picking up a card for each class period he wants. If the cards have run out for a certain teacher and/or period, the student must make another choice.

Teacher-advisors are assigned to each student and are available in the cafeteria to answer questions and help solve the problems which inevitably arise when a student finds a course he wants is already filled.

As each student leaves the cafeteria, he turns in all his cards to a guidance counselor who checks them over to make sure he has all the necessary subjects and no conflicts. It takes about an hour and a half for each 200 students to register, and North Reading High goes on half-day sessions to allow time for registration.

Prior to adopting the new scheduling procedure, North Reading was already scheduling students by computer and found that the new procedure did not increase computer costs. All-elective programs in English and History for grades 10-12 give students a wide range of courses and teachers to choose from.

The school is also investigating the feasibility of operating on an open campus basis, and administrators feel the new scheduling technique is one step in this direction. They also see other advantages -- students have more assurance that their programs will include all the subjects for which they registered; students can design their own schedules to meet their own needs and preferences and hopefully be happier and more successful in school. Another advantage is the high level of interaction between teachers and students during the new scheduling process.

Date project operational: April 1971
No. of students involved: 800
Approximate yearly cost: $2 per student for computer time.
Source of funds: School budget

4. Continuous Learning Programs Flourish at No Extra Expense

VETERANS MEMORIAL SCHOOL, Hurd Avenue, Saugus 01906
Superintendent: William E. Kelly
Reported by: Earl W. Ellis, Principal
Information contact: Barbara McCarthy, Reading Specialist, 617-233-9453
Administrative contact: Earl W. Ellis, 617-233-9453

A plan for continuous learning at the Veterans Memorial School in Saugus started with the belief that the school already had the personnel, materials and funding necessary for carrying out such a program without additional expense to the taxpayers.

The program was introduced in the reading area in September 1968. Children from grades 2-6 received their reading instruction by going from their homerooms to a non-graded continuous learning reading program. A year later continuous learning was expanded to cover the entire language arts area and at the same time, teachers began to introduce similar approaches in the area of mathematics.

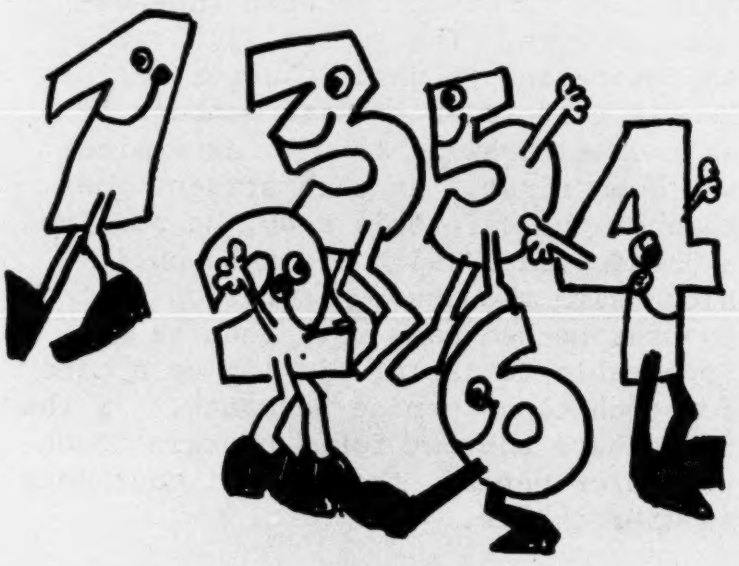
In the fall of 1970, 300 fifth and sixth graders were multi-age grouped into an Intermediate Unit, while the graded structure of homerooms was retained at lower levels. The continuous learning language arts program proved to be firmly established and a continuous learning mathematics program was established for the Intermediate Unit. Some teachers in the lower grades began introducing the concept of continuous learning in mathematics. The Intermediate Unit also introduced electives in social studies and science giving teachers the advantage of departmentalization and the opportunity to do team teaching.

Plans were laid in the spring of 1971 for a completely non-graded school which opened its doors in September of 1971. Children are placed in either the Beginners Unit, the Primary Unit, or the Intermediate Unit and moved from their homerooms in these units to their appropriate levels of instruction.

The key to the growth and success of the continuous learning program is continual evaluation and diagnosis of children as well as a willingness to move children constantly as they demonstrate capacities for higher learning levels. Every child in the school is reviewed monthly and regrouped according to needs. Monthly regrouping has gone far to individualize the program without a basic change in curriculum or instruction.

To help pupils move from the Primary to Intermediate Unit, several highly individualized transition classes were set up. The Wellesley Individualized Spelling Program and a similar program written by Saugus teachers for the primary levels are used. A committee of teachers is developing an individualized program in Language.

The staff was surprised and pleased to discover that since pupils were working simultaneously on many levels, the chronic problem of not enough classroom materials vanished. Principal Earl Ellis reports that although he would welcome extra teachers, materials, teacher aides or physical changes in the future, the school's standardized tests already show significant gains in all curriculum areas. He attributes the program's success to a dedicated staff who have been willing to accept leadership responsibility not usually expected of teachers, and to the excellent support received from parents who voluntarily staff a full-time library media center for the school.



According to Mr. Ellis, "The entire program centers on the philosophy that we can do a better job now with the people we have and the funds available, and that doing a better job in education does not always have to be hinged to a dollar sign."

Date project operational: 1968
No. of students involved: 500
Approximate yearly cost: None extra
Dissemination materials available:
Brochures available from school office.
Visiting policy: Visitors are welcome Tuesday through Thursday by appointment.

5. The Cluster Plan in Arlington

ARLINGTON PUBLIC SCHOOLS, Park Ave. Congregational Church, Park Ave., Arlington 02174
Superintendent: William Gibbs
Reported by: A. Henry Ottoson, Principal
Information Contact: A. Henry Ottoson, Jr. High West, Arlington, 617-646-1000
Administrative Contact: Edward McKay, 23 Maple St., Arlington

Two years ago overcrowding was presenting acute problems at Arlington's West Junior High School. In the combination gym and auditorium, students in an experimental social studies program viewed movies on the stage while gym classes were conducted on the other side of the curtain. Teachers migrating from room to room were unhappy--one French teacher taught in nine different rooms.

A professional survey revealed that the building was used 105% of the time. The principal, who had scheduled the school, appealed to the superintendent and, through him, to the school committee. Some action must be taken, but what?

A committee of teachers, parents, and administrators was formed to explore various ways of solving the problem of overcrowdedness. Outside experts served as consultants, and students were brought into the discussion A proposal for a cluster organization was presented incorporating some of the innovations of Philadelphia's much-publicized Parkway Plan.

A parents' evening was planned where the program was aired. A team of five teachers presented the plan to the school committee and again to the parents. The plan was approved and an area in a local church was rented to house the project. The church was across the street from a branch library whose staff offered students the use of two large rooms four mornings a week. On the opposite side of the street was an elementary school which loaned space in its basement. The areas to be used were renovated (fire alarms had to be installed in the library and church).

In September, 1970 the Park-West project opened for fifty boys and fifty girls (selected by lot from those who had volunteered for the program.) Instead of reporting to West Junior High School, these students met at the church with a staff of five teachers and a group of volunteers. Using the church as home base, the students made use of local facilities such as the library, colleges, business organizations, and museums.

The program for students covered the basic areas in the seventh grade curriculum with the exception of home economics and industrial arts. However, it was handled in a different way, with students being taken out of the classroom into the community. For example, they had science lessons at Boston's Museum of Science, art lessons at the art museum, a unit on computers at one of the local colleges. The use of an estate was donated as an outdoor classroom for nature study. Students traveled in groups of 10-20, using public transportation.

On Friday afternoons mini-courses directed by volunteers were available in such areas as astronomy, photography and chorus. Every Wednesday afternoon teachers met for several hours planning programs and discussing future needs of the pupils.

Flexibility was stressed and students were expected to do a lot of work on their own outside of the classroom. There was some teaming of teachers, and teachers were encouraged to evaluate and modify the program as it moves along. Close association between teachers and students was encouraged.

In spite of a number of problems and upsets, the Park-West Project has flourished, and in January, 1971, a similar project was started at a second Arlington junior high school

using facilities of the local Boy's Club. Again, parents responded in an encouraging manner.

Junior high faculty members in the two schools who were not directly involved in the cluster programs became interested in the experiment and formed committees which visited the Meadowbrook and Warren Junior High Schools in Newton to learn more about the cluster approach. A report to the town building committee and school committee recommended that new facilities and improvements be constructed to house a school planned for clusters. The architect was cooperative and a plan for the additon is being presented to the town.

In September, additional clusters were created, and Park-West (the original cluster) moved back into a special section of West Junior High. Here, facilities not available in the church area were scheduled for the use of pupils. The second cluster (formed in January) continues as grade seven and eight in major subjects and is ungraded in minor fields and activities. Space in a school building used for offices and special classes has been made available for a third cluster, for which recruitment is now being carried on. A fourth cluster, made up of new seventh graders, is now in operation using the church vacated by the original Park-West group.

Emphasis among members of the teacher teams in each cluster is to understand the individual pupil and his needs. Arlington School officials feel that even though the functioning of the subject specialist is now as clear-cut as in the cluster approach, the advantages of this approach far outweigh the disadvantages.

According to West Junior High School Principal A. Henry Ottoson, "The encouragement of pupils to communicate is noteworthy. Individual pupil responsibility is stressed and is a feature much to be desired in this era. Parent participation and cooperation is more attainable in this smaller group arrangmement. The trips involving educational objectives serve to motivate instruction. Outside talent spices the school program. The fundamental subjects with respective skills are taught, but enrichment is added. The cluster's objective is learning by pupils."

Date project operational: September 1970
No. of students involved: 250
Approximate yearly cost: $50,000
Source of funds: school budget

6. Falmouth Out-Of-School Program

INTERMEDIATE SCHOOL, Jones Road, Falmouth 02540
Superintendent: Harry Merson
Reported by: William Sullivan, UNLOCK Representative
Information contact: Barbara Francis, Teacher Coordinator, 617-540-1963
Administrative contact: Harry Merson, Administration Bldg., 617-548-0151

The Falmouth Out-Of-School Program takes sixth grade children out of their school rooms and into the world of work, business and community interests and resources. The whole community becomes a classroom for 136 children drawn by lot from 254 volunteers. Under the leadership of Dr. Carl Bowin, an interested layman, and a study group of citizens and school staff, this program was originally initiated to relieve overcrowding in the Falmouth Intermediate School and to broaden the educational experiences of the children by involving members of the community. This creative response to a prosaic problem involved the following goals:

1. To have students gain experience in thinking for themselves.
2. To allow students to see "behind the scenes" in the world of work.
3. To provide students opportunities to learn about people, their lives, interests and problems.
4. To let students see how school

subjects apply to everyday living and in various professions.

During the 1970-71 school year, four classes of sixth graders took turns every two weeks in the out-of-school experiences. Each class thus had a total of eight two-week out-of-school ventures alternating with six weeks of regular classroom activities.

Two rather different types of out-of-school experiences were developed. Loosely defined as being academically oriented, one type included such activities as Fresh Water, History of American Art, Creative Writing, and History of Falmouth. These were conducted by community members who shared three days of their time and their particular knowledge and interests with the children. The other type was a "behind the scenes" orientation to a local business. In these activities, from one to four students worked along with adults in a business such as a restaurant, a bakery, a hardware store, clothing store or the local ice arena.

Expenses for a venture such as the Falmouth Out-Of-School Program are minimal involving admission to museums, fabrics for sewing, paints and supplies for an art workshop, film for a photography group, and food supplies for a cooking group. Most activities demand no expense, but for the few which do, no child is deprived of an opportunity for lack of funds, since the program has a budget which covers these expenses.

The Falmouth Out-Of-School Program has generated real excitement in learning and has promoted better adult-child relationships in the community.

Date project operational: September 1970
No. of students involved: 136
Approximate yearly cost: $11,200 (personnel $10,600, materials $600)
Source of funds: School budget
Dissemination materials available: The Falmouth Out-Of-School Program Handbook, First Edition dated September 4, 1970 (supplements to follow)
Visiting policy: Any time

B. Supporting Innovation/Professional Development

7. Workshops Examine the Teaching and Learning Process

WESTON SCHOOL DEPARTMENT, Weston 02193
Superintendent: Philip A. Wood
Reported by: Joseph Hannigan, UNLOCK
Information and administrative contact: Donald Pierson, Principal, Brook School, 617-899-0620

During the summer of 1970, the Weston School Department gathered one fourth of its teaching staff (elementary and

secondary) for an unusual summer workshop. Instead of talking about curriculum, the teachers concerned themselves with some basic questions: What is education about? How do students learn?

Workshop participants (43 teachers and 20 administrators) met five days a week from 8:00 a.m. until 4:00 p.m. for a month; all disciplines were represented and discussed. Much of the discussion focused on assumptions and objectives of the integrated day and open classroom approaches. Outside speakers were brought in as needed. These included two psychiatrists who lectured about developmental psychology as it relates to young people. Parent observers who came to hear the lecturers were often drawn into the discussion which followed.

A number of things happened as a result of this workshop. Weston Superintendent Dr. Philip Wood feels that there has been an attitudinal change in teachers and administrators who are now looking at the students more from the students' own point of view. He also feels the elementary and secondary teachers have developed a better understanding of each other's roles.

As a result, there has been much more integration of elementary and secondary students and teachers than ever before. Dr. Wood explains that this has not come about because of administrative edict, but because the teachers got to know each other better.

As a direct result of the workshops, homogeneous grouping was eliminated in the Weston schools and a more open classroom program was set up in one of the four elementary schools. For evaluation purposes, this school was paired with another elementary school which continued to offer the more traditional program. At the end of the school year, standardized test scores from the experimental school were higher -- but not significantly so. Parent attitudes and teacher attitudes were also very positive. Consequently, Weston has decided to adapt ideas from the experimental program for the three other elementary schools.

The success of the 1970 workshop led to a second workshop which was held this past summer when 35 teachers and 20 administrators took a look at themselves as educators and sought to evaluate the learning process. Lecturers were again brought in, and two parents who had been attending as observers were invited to become regular participants in the discussions.

The results of the 1971 workshop will become more apparent during the current school year. However, one result is clear already -- there will be a similar workshop next summer devoted to a different topic. And from now on, the more traditional curriculum workshops for grades or department levels will take place during the school year so the summer workshop can be devoted to gaining a broader perspective.

Date project operational: Summer 1970
No. of personnel involved: 50
Approximate cost: $50,000
Source of funds: School budget

8. Teachers and Students Explore Media Together

PLYMOUTH RIVER ELEMENTARY SCHOOL, High St., Hingham 02043
Superintendent: William Mahoney
Reported by: Glenn Cook, Encyclopedia Britannica Award Grantee, Program Director
Information contact: Glenn Cook, Plymouth River Elementary School, 6I7-749-I87I
Administrative contact: Roger Lamoureux, 6I7-749-I87I

"Do touch" invites a sign in Plymouth River's Instructional Materials Center; therein lies the IMC's philosophy of training the school's 29 teachers and 850 students grades (K-6).

During weekly sessions at the center, teachers and their classes are exposed to all kinds of materials. While acquiring skills associated with the printed word, such as using reference books and the Dewey decimal system, storytelling and book-reporting, students also gain expertise in the use of tape recorders, films, filmstrips, and various kinds of projectors. The opportunity to try photography, drymounting, animation, poster-making, lettering and videotape recording are included in the center's individualized program.

Teachers and students are encouraged to handle the equipment, experiment with it and use it so they will gain confidence in themselves and in their technical expertise. They are also welcome to take equipment home for further use.

When Plymouth River School opened its doors for the first time in the fall of I969, teachers generally lacked the background to use all of the new educational communications equipment available to them. IMC's Director Glenn Cook initiated his program "to help the faculty become better teachers by attaining proficiency in media use, and acquiting a desire to capitalize on this knowledge in the classroom. And, consequently, to assist children in becoming better communicators in a media-minded world."

While teachers are using videotape recordings for self-evaluation and lesson planning, their fourth, fifth, and sixth graders use closed circuit TV for their news programs which are broadcast three mornings a week over PRS hannel 9.

The program runs on the theory that when faculty sees the children responding well to sophisticated media they are motivated to become equally expert. Because students know the basics as well as their teachers, and respond naturally and enthusiastically to all types of media, teachers gain incentive to use media more effectively.

To those who wonder about problems with broken equipment, Glenn Cook replies: "It is very surprising how little breakage occurs. Probably the biggest headache is broken microphones. I usually repair them myself--a simple soldering iron and some new mike jacks will in most cases do the trick. Other than that, our breakage is the lowest of all the schools in Hingham (according to the superintendent's office). I think the kids realize that since they are allowed to use and take home the equipment, they are the biggest loosers if something is broken.

"As for the positive things we do to keep the problem in hand, the answer is simple. Kids and teachers are shown the right way to handle the equipment." Glenn Cook's training program won the I97I Area I Regional Award for In-Service Teacher Training in the most effective use of audio-visual material, sponsored by the Encyclopedia Brittanica Educational Corporation and the Association for Educational Communications.

Date project operational: fall 1969
No. of students involved: 800
Approximate yearly cost: $12,000;
personnel $10,000, materials $2,000
Source of funds: school budget
Dissemination materials available:
general filmstrip-cassette
Visiting policy: Wednesday mornings

9. Research and Development by Teachers, Students, and Parents

AMHERST-PELHAM REGIONAL SCHOOLS, Amherst 01002
Superintendent: Ronald Fitzgerald
Reported by: Donald Frizzle
Information contact: Donald Frizzle, 413-549-3690
Administrative contact: Ronald Fitzgerald, Chestnut Street, Amherst, 413-549-3690

The Amherst and Pelham local and regional schools have embarked on a research and development program designed to attract participation from parents and students, as well as staff members. During the summer of 1971, $26,000 was allocated to 17 projects which included: designing a new elementary report card based on performance objectives; developing a Pilot K-6 Health Curriculum; elementary level curriculum work in science, spelling, math and art; the production of films about shop equipment; work on a drug education program; and secondary level curriculum development in chemistry, foreign languages, math and English.

Three high school seniors worked with a group of parents (who received baby-sitting money) to help set up the objectives for the health curriculum. Volunteer parents participated in the sessions devoted to the new report card. Student actors appeared in the shop films, and also helped judge their effectiveness. Parent groups are eligible to receive school R & D funds themselves for projects approved by the school committee and administration.

The R & D program has specific guidelines which are used in judging proposals. All entries must be submitted in a program budget format that includes a definition of needs on which the proposal is based, a list of major performance objectives, an analysis of alternative approaches considered, and a description of the evaluation to be used to see if the stated objectives have been accomplished.

Priority is given to proposals that: show careful planning; fulfill critical needs; exhibit potential for high gain from relatively low expenditures (such as projects which fulfill needs through better use of available resources or those that show a willingness of involved personnel to work at times other than just when they are getting extra pay); involve creation of learning and/or activity banks for student use; involve students, parents and/or other non-staff members in the creation or evaluation of objectives; accomplish tasks that would not ordinarily be accomplished during the regular school year.

Although the R & D program began in the summer of 1971, the guidelines offer strong support to projects which can be carried on during released time in the school year. According to Superintendent Ronald Fitzgerald, "When class programs are carefully planned in advance by the regular teacher, the use of project funds for a substitute can be a dollar-stretching method of gaining planning time."

Date project operational: Summer 1971
No. of students/personnel involved: personnel 58, students 8
Approximate yearly cost: $26,000 (personnel $24,000, materials $2,000)
Source of funds: School budget

10. Grade Level Workshops

MILFORD PUBLIC SCHOOLS, 66 School St., Milford 0I757
Superintendent: James Buckley
Reported by: Joseph R. Manella, Director of Elementary Education, 66 School St., Milford 0I757
Information and administration contact: Joseph R. Manella, 6I7-473-7772

How do you encourage innovation, develop continuity, provide in-service training and coordinate the efforts of specialists and classroom teachers in seven elementary schools with a combined enrollment of I857 students? Milford's answer is to hold grade level workshops from 3-4 pm every Wednesday afternoon.

Elementary Education Director Joseph R. Manella reports that the success of the workshops have been better than hoped for since their inception early in I970. These workshops have developed team teaching techniques and resource units; examined and evaluated new materials (both grade level and system-wide) which resulted in curriculum changes; developed a drug education program for grades I-6; and devised a micro-teaching program for teacher evaluation and training which utilizes a videotape camera and projector.

Each grade level committee (which includes all teachers of that particular grade) appoints one key teacher and a secretary to coordinate grade level activities, make assignments and chair subject area presentations and discussions at the meetings. School building principals host the grade level committees on a rotating basis to permit the teachers to get acquainted with the various school buildings and teaching environments.

Consultants are schedualed to assist the committees as needed, and the teachers set up their own priorities for discussion. The workshops seldom run over the hour allotted them, and all elementary personnel participate including teachers in the special education and perceptually handicapped programs. The reading, art and music departments also participate, and they lend their services upon request. Occasionally a grade level committee will also meet during the summer for a special project.

Date project operational: winter 1970
No. of students/personnel involved:
students 1,857, personnel 60
Approximate yearly cost: none extra
Source of funds: school budget
Dissemination materials available:
pictures, newsclippings

11. Evaluating the Effectiveness of Instruction

LEWIS SCHOOL, 131 Walnut Ave., Roxbury 02119
Superintendent: William Ohrenberger
Reported by: Louis Perullo, Evaluator
Information contact: Louis Perullo, 617-353-3323 (Boston University), 617-333-0657 (home)
Administration contact: Eugene Ellis, 617-427-4546

A program now under way at the Lewis School could be the beginning of a model for assessing the effectiveness of instruction in other schools. During the past school year, reading and fundamentals of arithmetic instruction were offered to students who most needed remedial work in one or both skills. After specially-constructed reading and math tests were given to all 400 students at the Lewis School, 120 students were chosen for the program and assigned to classes of not more than 15 students per teacher.

During the year, these students were tested in specific skill areas and the results reported to the teachers -- for example, September was devoted to addition skills, October to subtraction, November and December to multiplication. As each student achieved the objectives in a skill area, he moved on to the next, on an individual basis. An item analysis was conducted on the tests for each class so each teacher would know what skills to review and what students needed to be re-taught a skill previously covered.

The purpose of the testing program is threefold:

1. To indicate student needs in the

two skill areas, to be used as a basis for creating instructional programs; behavioral objectives were drawn up to define the goals of the program.

2. To determine specific strengths and weaknesses according to variable of grades, curriculum and sex in order to identify sub-sets of the student population most in need of individualized instruction.

3. To determine with which sub-sets of the student population the reading and math programs are most successful, least successful and moderately successful in order to revise programs or objectives.

At the end of the school year, all 400 Lewis School students were tested again. Both pre-test and post-test data, together with all identifying information such as grade, curriculum, sex, remedial group, control group (there were five control groups for each program), teacher and student identifying number were coded on computer cards for analysis. Information about the specific successes and failures of the reading and math programs was used in the planning process for the following year.

Date project operational: September 1970
No. of students involved: 120
Approximate yearly cost: $100 for keypunch and computer time (if not donated)
Source of funds: Computer and keypunch time were donated for this project.

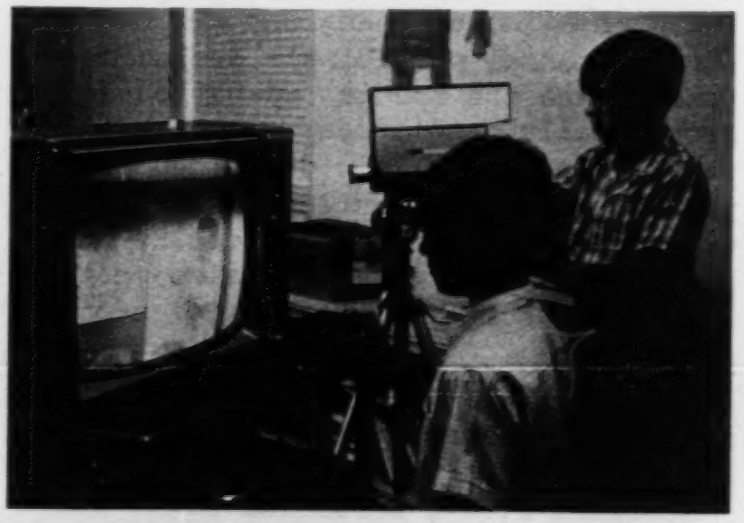
12. Curriculum Development and Evaluation Center

BELL SCHOOL, Baldwin Road, Marblehead 01945
Superintendent: Robert Filbin
Reported by: Dale Midgley, Director of Media
Information contact: Dale Midgley, 617-631-1512
Administrative contact: Keith Martindale, 617-631-1512

The Instructional Media Center located at the Bell School is part of the Marblehead school system's overall plan to provide individualized instruction for every student. To provide assistance and guidance in reaching this objective is one of the prime goals of the CDEC (Curriculum Development and Evaluation Center) section of the IMC. Conceived in September 1970 through the foresight of the school committee and the school administration and funded as part of the regular school budget, the Center is now fully operational.

In-service courses in Instructional Media and the Systems Approach to Media and Curriculum Design, are offered to the Marblehead faculty. These in-service courses provide a basis from which staff members are able to create micro-systems of instructional materials referred to as LAP'S (Learning Activity Packages) geared to the student's own ability. At the same time, Interactive Mediated Curriculum Kits are being prepared by various curriculum workshops in such areas as language arts, social studies, and mathematics. These kits contain teacher and student selected materials such as books, films, filmstrips, transparencies, tapes, costumes, games, etc. correlated to a particular area of study.

The Creative Arts Committee, a volunteer group of interested parents, has also prepared a number of learning experience kits on Japan, Great Britain and Marblehead, to mention a few. A resource file of people willing to



share their skills within the schools has been compiled.

Steps are now being taken to develop the framework for long-range curriculum reform through a systematic approach to curriculum development.

The CDEC is fully equipped and staffed to provide maximum assistance in the form of equipment, materials and professional assistance in the preparation, implementation and evaluation of a myriad of curriculum and enrichment materials. In addition to serving the Marblehead schools, the Center is also working with several other school districts.

Date project operational: September 1970
No. of students involved: 2,600
Approximate yearly cost: $6,400
Source of funds: School budget
Dissemination materials available:
Pamphlets - Workshop Objectives and Outlines
Visiting policy: Wednesdays

13. Aides Volunteer for Training Program

DEPARTMENT OF TITLE I PROGRAMS, BOSTON PUBLIC SCHOOLS, South Boston 02210
Superintendent: William Ohrenberger
Reported by: Gerry Peters, Dissemination Coordinator
Information contact: Gerry Peters, 617-423-6310
Administrative contact: Daniel S. Coughlin, Director, 617-423-6310

During the 1971-1972 school year, one of two major efforts in in-service training for Boston Title I Aides was a voluntary Aide Training Program which drew to its evening classes during an eight-week period, over eighty percent of the Title I aides hired for the year's programs.

Aides took courses in audio-visual instruction, first aid skills, and the effective functioning of an aide in the teaching of reading. The participants gave up their own time, two late afternoons or evenings a week, over an eight-week period. Two hundred of some two hundred forty Title I aides voluntarily attended classes.

Who are these aides? Most of them are parents of children in the schools where they work. After a demanding day of varied classroom duties, they go home to demanding family chores. Nevertheless, Dissemination Coordinator, Gerry Peters, reports they responded overwhelmingly to this program which offered them no tangible rewards, no pay or preferment. Their only incentives were their sincere interest in the work they are doing and their desire to equip themselves better for effective contribution to that work.

Response to the program far exceeded the expectations of the planners who organized these courses. Associate Directors Grace Whittaker and Paul Keane, sent out their notices with the thought that the standard one-third response might be the best that could be expected. When the returns were counted they had to revamp plans to accommodate the numbers.

Classes were subdivided into sections and scheduled to meet at several convenient locations -- one downtown, one in Jamaica Plain, and the third in Roxbury. Two additional teaching teams were organized to staff the added sections. Six instructors, all from areas eligible for Title I support and well-versed in the practical mechanics of the reading teacher-aide in the inner city classroom, taught the reading program course. An instructional media specialist in the Model Demonstration Subsystem high school instructed while a Roxbury resident associated with the Boston Housing Authority Council for the Elderly at Egleston Square taught first aid skills.

This program was originally designed as a supplement to the in-service training programs previously conducted for the Title I aides during time released from their scheduled working hours. Mr. Peters added that since the enthusiastic acceptance which greeted it suggests an unmet need, this adjunct of the training program might well be formalized into future planning.

Date project operational: 1970
No. of aides involved: 200
Approximate yearly cost: Salaries for 14 part-time teachers
Source of funds: ESEA Title I
Dissemination materials available: General brochure on Boston's Title I programs

C. Parents/Communication

14. Foster Grandparents Help Their Children and Themselves

WALTER E. FERNALD SCHOOL, Waltham 02154
WRENTHAM STATE SCHOOL, Wrentham 02093
NAZARETH CHILD CARE CENTER, Boston 02109
Reported by: Helen Whitehead, Educational Director of ABCD
Information and administrative contact: Herbert Jerauld, ABCD, Inc. 150 Tremont St., Boston 02111, 617-742-5600

Last year a young lad born without eyes was taken to a music therapy group by his Foster Grandmother. There he was encouraged to beat out rhythms and make noises. The boy was a student at the Green Blind Unit of the Walter E. Fernald School in Waltham. His tongue, which had lain immobile in his mouth, had been considered paralyzed until one day he spoke for the first time -- not unintelligible sounds, but words and phrases -- "My name is Michael!"

This is one of many small miracles worked by the Foster Grandparent Program. Sponsored locally by Action for Boston Community Development, Inc., Project Foster Grandparent is one of 64 federally funded Foster Grandparent programs in the United States and is currently administered by the new federal agency for "Volunteer" programs, ACTION. Ninety citizens from ages 60-95 years of age are employed in the ABCD program as supportive companions to approximately 160 deprived and profoundly retarded children in three Massachusetts institutions: Walter E. Fernald School, Waltham; Wrentham State School in Wrentham; and the Nazareth Child Care Center in Boston (for children from broken homes).

Project Director Herbert A. Jerauld explains that the nature of this program virtually guarantees its success: matching the psychological needs of the aged with the needs of deprived and neglected children.

Working under a staff of three (director and two group workers), each Foster Grandparent is employed for four hours a day, five days a week at an hourly wage of $1.60 to simply develop

a one-to-one love relationship with two children from one of the host institutions. Grandparents are not expected to fill in for any absent institution staff member or perform house duties. They are there "simply to give love and emotional support to those abandoned children who need so desperately their love and meaningful adult companionship."

Very strong relationships develop, such as the friendship between a 72-year-old woman and an extremely emotionally starved lad from a broken home. During one summer they took walks to a secluded spot in a nearby park to watch a patch of flowers grow; they never shared their secret place with anyone until the fall. Another boy stayed home from school just to greet his Grandmother returning from a leave of absence. "I prayed every day you would come back!" he exclaimed.

Aside from the warmth and companionship the program provides for young and old, the Foster Grandparent Program also helps institution personnel overcome the temptation to categorize children as hopelessly deprived, and never able to talk or feed themselves, etc. Foster Grandparents, because of their daily four-hour stint with their children, are better acquainted in some cases with the children than the school staff members, and the grandparents' persistent patience and faith in their children is often justified. A grandparent's advice, for example, on one child's foster home situation, proved accurate, and should have been heeded.

A Foster Grandmother maintained that her lad would never be happy in a foster home with other children, since at his state of development he could not stand competition for affection. The school tested him in several homes, and each time he was returned, disturbed, to the school. He was finally tried in a home without other children and is now very happy there.

Other facts attest to the force of the program. Many foster grandparents cite improved health and self-esteem, and welcome the extra money available to them through this program. Mr. Jerauld reports that in the program's five years of operation, a total of 215 individuals have been employed at some time, with ninety available positions each year; this means that many Grandparents are two, three and four year veterans. The absenteeism rate is spectacularly low -- 4.9 percent.

One constantly recurring need of the Grandparents is to recognize their own strong needs, which sometimes hinder their relationships with the children. The older persons are often unable to discipline their children, and tend to substitute indulgence for love. Grandparents face this issue and others in regular group meetings. By sharing experiences with each other in open discussions with staff, the Grandparents help themselves examine and understand their own feelings and identify their needs and those of their children.

Monthly resource sessions in the Waltham, Wrentham and Boston schools provide Grandparents with information relevant to their particular needs, such as information about Social Security and Medicare. Last fall the Project also cooperated with Manpower Division of ABCD to initiate a periodic follow-up of all Foster Grandparents in the first, sixth and twelfth months of the first year following termination of their employment, as a check on their welfare and as an aid for evaluating the effectiveness of the benefits of the Project.

The host institutions have been very appreciative of the program and have cooperated to offer many benefits to the Grandparents: annual medical exams, a full-course noon meal, emergency medical treatment, and general consultation and assistance from the clinical staff. ABCD, through the project staff provides: payroll and purchase services, application referrals from the Neighborhood Employment Center, information on consumer affairs, employment benefits, health assistance, a bussing service to each institution,

and in-service training and discussion groups. ABCD also sponsored a large Open House last fall.

Mr. Jerauld feels that ABCD's Foster Grandparent Program is one of the most successful programs of its kind in the nation. It is also one of the largest, since the average program employs 35 older persons, while ABCD's project employs 90. The Project staff feels that similar kinds of programs could well be set up by other agencies, whether a town, a school district or a local organization. He would be happy to talk with anyone interested in such a project.

Date project operational: 1966
No. of grandparents involved: 90
Approximate yearly cost: $220,000
Source of funds: Federal
Dissemination materials available:
Semi-annual reports

15. This Week's Show: A Weekly Radio Series

BROOKLINE HIGH SCHOOL, 115 Greenough Street, Brookline 02146
Superintendent: Robert Sperber
Reported by: R. Dennis Becker, Series Producer
Information and administrative contact: R. Dennis Becker, 617-734-1111

Often a problem can be turned into an advantage. This happened last year at Brookline High School. When efforts to establish an educational radio station encountered a lack of air space, the search for an alternative turned up a chance for a cooperative venture with two Boston radio stations. WBOS-FM and WUNR-AM agreed to make air time available and to share facilities with the Brookline High students whose interest in programming and broadcasting had been aroused.

As a consequence over the past year, regular weekly programming by the students has included telephone call-in shows, panel discussions, student-faculty talent shows and student-produced talent shows. Topics covered a wide spectrum, from budget to drugs and from music to philosophy. Entitled "This Week's Show," a weekly series was also designed and produced for two major reasons: to provide vocational experiences for students interested in radio broadcasting and to strengthen channels of communication between the schools and the citizens.

The production staff is composed mostly of high school students who do research, engineering, publicity and announcing. Students from Brookline's elementary schools have also been involved in production. The hope for the future is to expand programming to school hours as an aid to classroom teachers and learners.

Date project operational: September 1970
No. of students involved: 20
Approximate yearly cost: $1,500
Source of funds: School budget

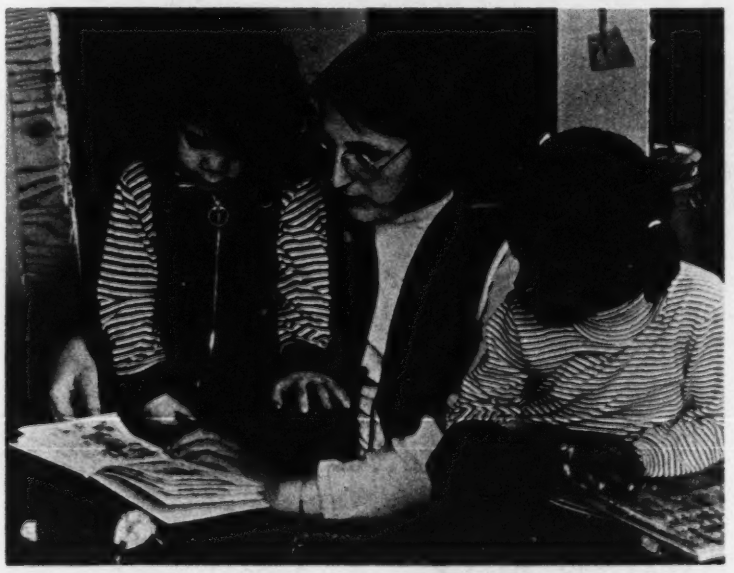
16. A Second Look at the Central School

CENTRAL SCHOOL, 264 Broadway, Cambridge 02138
Reported by: Red Pencil Bulletin and Doris Deitch, parent
Information contact: Khin-Lin Johnson, 617-868-0073
Administrative contact: Lisa Pershruse, 617-868-0073

Central School in Cambridge was described in Kaleidoscope 3 as an independent school for parents and children. A year and a half later, its 30 preschool age boys and girls still come from a balanced number of low and middle income, black and white families, and programs involving parents continue to flourish. In fact, the school's accumulated experience and visability has led to expanded parent and community programs.

Since its inception, Central School has relied on strong parent participation -- on the school board, on committees for everything from the hiring of staff to building upkeep, and in the classrooms. Resource workshops open to anyone in the community, parent seminars about education, and potluck suppers and parties have always been standard procedure in helping the few staff members involve parents and the community in a small, informal school in order to develop some awareness and concern for the future education of those children in the community. The school staff reported a few new developments to their supporters at the end of the 1970-1971 school year.

One development concerned the work of the school's Alumnae Follow-up Committee, formed to keep track of alumnae children in their new schools, to offer them support if they need it, and to work with their new teachers. Even though work was limited by the amount of time available for visiting, the committee did find out that eleven parents out of fifteen alumnae families were highly involved in education -- as aides and as representatives to the Cambridge Community School Council and the Model City Day Care Board. Other alumnae parents and parents of present Central School students are watching closely their children's progress, and serve along with the staff on various other public education groups, including the Cambridge Committee for an Alternative Public School.



Another rather surprising project involved a group of twelve parents who gave a course on "community control of schools" to a group of 21 Boston area teachers, student teachers, and community leaders. Most of the group came from Roxbury and Cambridge schools, the Storefront Learning Center, and the EDC Follow-Through Advisory Council. Sponsored by the Boston Association for the Education of Young Children, the course lasted eight weeks, one session per week.

A former parent volunteer took charge of organizational aspects of the program. The course started with a fairly structured outline, covering the operation of the Central School as a model community school, and then turned to general issues such as the politics of community control, "open" versus "closed" classroom structure, teacher-parent attitudes and communication, racial and economic factors in communication, etc.

After three or four weeks, the discussion became much less formal, however, and the group talked and argued about tension between the poor and middle class parents and teachers involved -- of their different priorities, interests and ways of communicating.

One parent reported that she noticed the middle class parents tended to be much more verbal and inclined to synthesize group thinking. It was hard for them to resist the temptation to dominate the discussion, and she felt it was a tremendous learning experience for all.

Four Central School parents enrolled in college education courses as a result of Tufts, Boston University, and Wheelock College recognizing the school as a place to provide student teaching experiences for their students. Radcliff also offered several scholarships.

Another successful parent-run venture which sprang up was a summer school for neighborhood children run with Model Cities funds. Twenty children have taken advantage of the program for the past two summers.

Programs specifically designed for the community, and not primarily for parents or by parents, were also expanded. An observation booth was built in the large central classroom, accommodating eight visitors at a time without disturbing the classes. The booth became necessary as more and more community people dropped by, and as other local, national and international edu-

cators visited the school at an average rate of 65 scheduled visits a month.

Many area high school and college classes have also observed classes. School staff and parents often consult with other groups or schools in the area, interested in the community school concept and a less formally structured classroom for young children.

As Central School's traditional evening "drop in" workshops on education materials and resources continued, the staff experimented with different formats. They found that completely non-structured workshops were overwhelming at first, and that it was best to start workshops off with some definite group programs, and let teachers, parents and interested individuals begin to develop their own interests and projects whenever they were ready.

A nice outgrowth of last year's workshops was that participants began to fill the school with materials on "permanent loan" -- a power saw and drill press, a printing press, an educational library, and a sewing machine for all to use.

In addition to the after-school tutoring program for public school children and a clothing Free Store and Laundromat open to the community, the Central School has set up a new giveaway center for industrial scrap materials, and a neighborhood food co-op which distributes food to welfare and other low-income area residents. It's hard to predict what might develop next.

Date project operational: September 1968
No. of students/personnel involved: Personnel 6, students 32
Approximate yearly cost: $32,000 (personnel $10,000, materials $22,000)
Source of funds: Varied private and institutional grants
Visiting policy: By appointment

17. Helping Teachers Communicate with Spanish Speaking Students and Parents

WORCESTER PUBLIC SCHOOLS, 20 Irving St.
Worcester 01609
Superintendent: John Connor
Reported by: Charles Kolak, Exec.
Asst. for Staff and Public Relations
Information contact: Charles Kolak,
617-798-2521 x31
Administrative contact: John Durkin,
617-798-2521 x88

Worcester is one of the most recent New England cities to receive large numbers of new residents whose native language is Spanish, and its school system is attempting to bridge the language and cultural barriers between teachers and their clientele (students and parents).

As a direct result of requests by teachers whose classes included Spanish-speaking youngsters, a Staff Development Course was offered last year to teachers, administrators and teacher aides. Entitled "Functional Spanish and an Introduction to Hispanic Culture", the course was given one night a week for twenty-two teacher participants from elementary, junior and senior high schools of Worcester.

The program is jointly sponsored by the Worcester Public Schools and the Worcester Consortium for Higher Education as a service to the continually increasing Spanish-speaking population. The teachers want to make their Spanish-speaking parents and students more comfortable upon initial contact with the schools. What better way than for the teachers to be able to communicate in their pupils' native tongue - even minimally!

Class sessions are divided between language study and cultural orientation. Although the cultural bias is that of Puerto Rico, materials pertaining to other Spanish-speaking groups are also used. Numerous guest speakers contribute to the cultural aspects of the classes, including representatives of the local Puerto Rican and Cuban communities and resource speakers from the clergy, social service agencies and the academic community.

Language study is developed mainly through patterned responses which can be useful to a teacher dealing with a non-English-speaking student in a classroom situation or when conferring with a parent who knows no English at all. Memorization of vocabulary and traditional grammar approaches are kept to a bare minimum. Rather, situations are developed to simulate a teacher encountering a Spanish-speaking student who is ill, meeting a parent who wants to know about his child's school program and similar situations involving real life contacts.

Obviously, participants cannot become fluent Spanish conversationalists with approximately 15 hours of language study; the intention of the course is, to give the teachers basic conversational patterns to use in school situations and to increase the teachers' awareness of the numerous problems, linguistic and cultural, which their Spanish-speaking students have to face daily. And because many of the teachers taking the course have not studied a foreign language for years, they have first-hand experience with the pressures of being in a situation where the contact language is not their native tongue.

After only ten weeks of instruction and practice, virtually all of the 22 teachers were able to carry on at least minimal conversations with Spanish-speaking parents and students and some became quite fluent.

The positive feedback from the participants resulted in a decision to repeat this Staff-development In-service Course during the current school year.

Date project operational: Sept. 1970

No. of students involved: 20
Approximate yearly cost: $1,000
Source of funds: Worcester Public Schools
Dissemination materials available: Course Syllabus
Visiting policy: Contact John Durkin

18. A Comprehensive Communications Program

LEXINGTON PUBLIC SCHOOLS, 1557 Massachusetts Ave., Lexington 02173
Superintendent: Rudolph J. Fobert
Reported by: Richard H. Barnes, Director
Information and administrative contact: Richard H. Barnes, 617-862-7500 x207

The Lexington schools leave few stones unturned in their efforts to communicate with parents, with teachers, and with all members of the community. Some aspects of the communications program are centralized, some are decentralized. Each of Lexington's 14 schools has a representative (the principal or a delegated person) who officially handles community-school relations. These people may initiate or may be called upon to provide information and/or pictures about programs in their schools for the local newspaper, regional or national articles, or for one of the system-wide publications coordinated by R. H. Barnes, Director of Information, Research, and Federal Programs.

This is what has been done during the past year:

Each year, the Lexington Public Schools, under the coordination of Mr. Barnes, has published four editions of a newsletter entitled "Our Schools", which is mailed to every registered voter, and four issues of "Dialogue", a system-wide publication written by and for staff members.

Nine Lexington schools also published their own handbooks, and all 14 schools published their own newsletters -- some as frequently as once a week. Handbooks for all parents in each district are a goal for the 1971-1972 school year.

Fourteen school information centers opened last fall, located in one section of each school library. Here citizens may obtain accurate, up-to-date information about individual schools or the entire school system. Among the reference materials available in these centers are: curriculum guides; school handbooks; copies of the current school budget; summaries of school committee meetings; a list of school committee regulations; a list of books, films, etc. available at Lexington's system-wide professional library; copies of all newsletters put out by the school system or by individual schools. Residents are being asked to tell librarians about any materials they feel should be housed in these school information centers. Similar materials have been placed in the local library for evening hour perusal.

A 20-minute segment of each regular school committee meeting is reserved for citizens to state their views concerning policies, programs, or anything else related to the Lexington schools. Agendas of the school committee meetings are published in advance in the local paper, with major items being explained.

For several years, the school system has been operating its own "hotline" -- a telephone number which any resident may call with questions or comments, and receive personal attention. Hundreds of calls are received every year. The public participation period and "hotline" are publicized with each agenda and with "Our Schools" to encourage the public to respond.

During the past school year, Lexington Superintendent Rudolph J. Fobert held eight informal coffee hours with parents and citizens of the 14 school districts. The gatherings were designed to give citizens an opportunity to meet the Superintendent, ask questions, and comment on such matters as school-wide

policies, budgets, building plans, and curriculum development. Invitations were sent home with the students at each school, and parents were encouraged to invite neighbors who did not have children in the Lexington schools to attend. Average attendance at these coffee hours was 35.

Questions asked the Superintendent during these coffee hours and on the "hotline" resulted in the Superintendent's writing a column for the local paper entitled, "What Was Said -- How It Is" to answer the questions that were being asked again and again. A formal report on the coffee hours which categorized all questions was submitted to the school committee.

On issues such as the school budget and school construction projects, special public meetings are held to give citizens an opportunity to get more information and to state their views.

Individual schools have also sponsored Father's Breakfasts, Curriculum Nights, Home Seminars, Critique Hours, etc.

An additional internal effort to improve communications was the Superintendent-Faculty hours conducted at each school. All questions were categorized in a formal report and disseminated to staff and school committee. Follow-up by administration and school committee was evident in several situations.

In April 1971, a survey of the community was undertaken. All citizens who had time and talents were asked if they could assist the schools in one or several ways. In September 1971, a Community Resource Program, incorporating 400 volunteers, was under way. Citizens are participating in a variety of classroom situations, assisting staff in a myriad of ways.

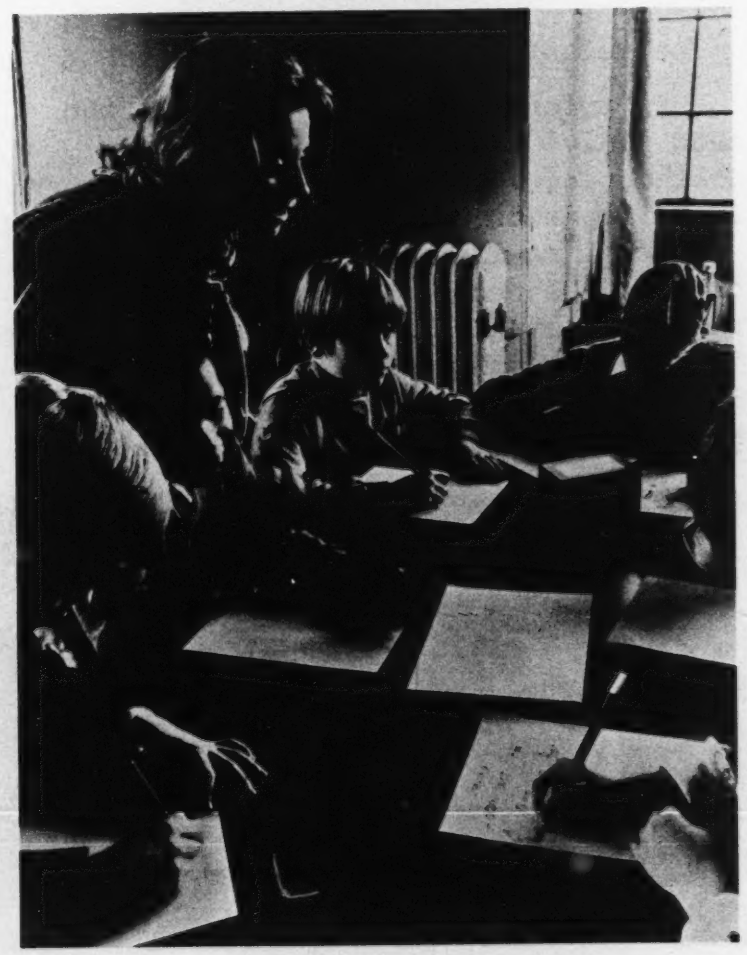
And to make sure this program was complete and effective enough, the Lexington school committee appointed a Citizens Advisory Committee on Communications which met from July 1970 to June 1971 when it presented its final report to the school committee.

Among the committee's recommendations were: a different format for conducting public meetings (this is now under active consideration by the school committee). Copies of this report have been made available to the community in the school information centers.

Date project operational: 1964
No. of students involved: 9,204
Costs: Decentralized into various school and departmental budgets.
Source of funds: School budget
Dissemination materials available: "Our Schools"

19. Each One Reach One

SCHOOL VOLUNTEERS FOR BOSTON, 16 Arlington Street, Boston 02116
Superintendent: William Ohrenberger
Reported by: Irma Mann, Director, Public Relations
Information contact: Irma Mann, 617-267-2626
Administrative contact: Isabel Besecker, Director, 617-267-2626



Now in its sixth year of operation, School Volunteers for Boston has earned the reputation of being one of the most successful projects in the utilization of volunteers to their fullest capacity. Originally funded by private foundations, School Volunteers for Boston has grown from 28 volunteers in 6 schools to over 1,500 volunteers in more than 130 schools. It operates now under the sponsorship of the Council for Public Schools, Inc., with 50% of its budget coming from the Boston School Department.

School Volunteers for Boston continually recruits and trains citizens from the city and the suburbs -- teenagers and Ph.D's, people from business and industry, university faculty and students, metropolitan women interested in improved urban education. Volunteers come from just about every community and from 18 universities in the Boston area. Before volunteers are assigned to a school, they attend four hours of preparation, and if they are tutoring reading or English as a second language, they are given an additional ten hours of training by a professional in the field.

The volunteers offer many services:

- As tutors, they help children who need individual attention in reading, arithmetic, learning English, and other basic subjects.
- As librarians, under the direction of Boston's professional library staff, they have started 54 elementary and junior high school libraries serving 30,000 children. (See article in Kaleidoscope 4)
- As general classroom assistants, they have allowed teachers to give more time to students.
- As resource persons, they have introduced regularly scheduled programs in art, music, science, drama and social studies, using the cultural facilities of Boston.

But most of all, the School Volunteers for Boston program exists to search out and provide whatever resources, people, things or ideas the Boston teachers and principals need or request. It is impressive to know that in this program volunteers reach more than 52,000 children in the Boston Public Schools and that their services are valued at a quarter of a million dollars. The obvious enthusiasm, interest and expertise which the School Volunteers for Boston provide add to statistical evidence of success.

School Volunteers for Boston welcomes all visitors. The organization has often helped other programs in their initial training and expansion phases.

Date project operational: March 1966
No. of students/volunteers involved: Volunteers 1,531, students 52,000
Approximate yearly cost: $39 per volunteer for training and program administration
Source of funds: Under sponsorship of Council for Public Schools, Inc.; 50% of budget from Boston School Department
Dissemination materials available: Brochures and literature, training handbooks for volunteers, photographs.

D. Student Involvement

20. School Friends Program

BANCROFT SCHOOL, Bancroft Road, Andover 01810
Superintendent: Kenneth Seifert
Reported by: Evelyn D. Sullivan, Trainable Class Teacher
Information and administrative contact: Vaughn Clapp, Asst. Supt., Bartlett Street, Andover, 617-475-2605

Andover's School Friend Program started out as a means of removing the trainable (retarded) children from isolation of their school environment. It has been so successful that three children previously assigned to the trainable class have now been transferred to the educable class.

The program began with each of the trainable children receiving assistance from three students assigned from the Bancroft School's fifth and sixth grades who are called "School Friends." Twice a week for half-hour periods (usually during the time devoted to social studies) the "Friends" took their charges to the Resource Center of the new, open-concept Bancroft school where they read books to them, told stories, played quiet games and taped conversations.

These activities were so successful that the trainable children now are able to attend regular school classes in art, music and gym. Contacts with classmates are encouraged during lunch periods, school assemblies and on social occasions in and out of school. The advantages of the School Friend Program to the trainable children have been substantial -- it has helped them learn to communicate and encouraged their social and personal development.

The three friends of each special student are chosen by the fifth and sixth grade teachers -- one is chosen for competence and poise as well as demonstrated ability to relate to others; a second student might be in need of strengthening his view of himself; a third might be able to work better in a small, informal group than in the classroom. The patience and encouragement of "Friends" have helped several trainable students improve their ability to speak.

The school staff feels that the trainable students have also shown gains in self confidence as the "Friends" have opened the way for these students to be accepted by the other students in the gym, music and art classes. The program has also benefitted the "School Friends" by improving their respect for individual differences and increasing their awareness of feelings and their ability to share them. This awareness came from seeing trainable children who display their emotions and coping with this challenge.

Parents of "School Friends" expressed appreciation for the program's impact on their children. Several teachers mentioned examples of students whose self-image had improved. Teachers also noticed that some "Friends" showed a better sense of responsibility in the classroom and more tolerance and patience toward the failings of their own classmates.

The program is operated as a team effort with the principal providing encouragement, while the guidance counselor and the teacher of the trainable class serve as coordinators. The Librarian of the Resource Center, the Director of Special Education, the gym, music and art teachers and the fifth and sixth grade teachers also participate.

Low key newspaper publicity and feedback from students to parents have helped change community attitudes toward the trainable child significantly.

Date project operational: September 1, 1969
No. of Friends/trainables involved: Trainables 6, Friends 18
Dissemination materials available: Full report will be made available on request.
Visiting policy: Approval of Principal, Mr. Simon. Every other Thursday is visiting day throughout the school. Appointments are necessary.

21. Inner City Outing Club

TEACHER CENTER, 470 Talbot Ave., Boston 02124
Superintendent: William Ohrenburger
Reported by: Red Pencil Bulletin
Information and administrative contact: Becky Pierce, 617-436-9886

A group of young Boston teachers got together and came up with the idea of creating a camping co-op to enable teachers to take their students on camping trips.

The impetus behind this was threefold: to get teachers out of the "teacher" role; to get teachers to know their students in a better way; to give city kids (who don't have a chance) a way to get out of the city.

With no equipment available, the teachers decided to write a small grant proposal and submit it to EdCo, a metropolitan education collaborative operating on local and federal funds. They offer grants up to $500 for innovative programs. Four teachers drew up the proposal and ten signed it.

EdCo replied and gave them $500 to buy camping equipment to outfit ten kids -- backpacks, sleeping bags, tents, canteens, flashlights, hatchets, etc. Although most of the equipment money came from the EdCo grant, some donations have been received.

The response to the camping co-op has been very successful. Among the places where the junior and senior high school students have gone with their teachers are the White Mountains, Western Massachusetts, and Cape Cod. One teacher took her French class to Quebec for ten days.

The camping co-op is open to all Boston students and their teachers. The equipment is kept at the Teacher Center which is in charge of dispensing the equipment.

Date project operational: Spring 1971
No. of students/personnel involved: Personnel 20, students 100
Approximate cost: $500 for materials
Sources of funds: EdCo and contributions.

22. Mini-Course Week

BISHOP STANG HIGH SCHOOL, 500 Slocum Road, North Dartmouth 02747
Superintendent: Father Patrick J. O'Neill
Reported by: Sr. Arlene Todd, S.N.D., Asst. Principal
Information and administrative contacts: Sr. Arlene Todd and Sr. M. St. Michael Shea, Principal, 617-996-5602

A Mini-Course "Week" of eight school days brought a new look to Bishop Stang High School last January 25 to February 3. As unique as an eight-day week might seem to be, the transformation which took place at Stang was even more so. All regularly scheduled classes during this period were replaced by short, intensive courses selected by students and reflecting their interests in academic and vocational areas.

Mini-Course "Week" evolved from the efforts of a group of 20 students (subsequently called the Student Curriculum Committee) which began holding discussions with a Faculty Curriculum Committee in an effort to develop future curriculum offerings which would be more relevant, interesting and motivating to both students and faculty.

Working as volunteers and on their

own time, the members of the Student Curriculum Committee surveyed the student body to find out what mini-courses should be offered. Then the group planned the courses, wrote, typed and mimeographed a brochure describing Mini-Course "Week".

A sampling of titles from the more than 120 courses offered includes: Ballet, Yoga, First Aid, Hockey, Football for the Spectator, Black Panthers, Everyday Psychology, Existentialism, Astrology, Women's Liberation, Cars for Girls, Black Arts, and Political Revolution. The courses were taught by Stang teachers, students and interested members of the community.

Mini-Course "Week" provided a wide variety of options and a high degree of freedom of selection to the students, giving them opportunities to exercise initiative, judgment and responsibility in decision-making.

Several basic outcomes from the project were apparent: students approached classes with unaccustomed enthusiasn because they were able to learn what they wanted to learn; students discovered that learning can be fun; teachers enjoyed working with students who were in classes of their own choice; information was obtained to better enable the school to broaden its elective offerings; the value of student involvement in their own educational process was demonstrated effectively; the benefits of offering shorter and more intensive courses were demonstrated.

Perhaps the most valuable outcome of the Stang Mini-Course "Week", however, was the demonstration that a Faculty Curriculum Committee and a Student Curriculum Committee can cooperate effectively in a plan for the development of future course offerings.

Date project operational: January 1971
No. of students/personnel involved: Personnel 40, students 997 (56 students taught courses; 19 members of the community were also involved.)
Approximate yearly cost: None extra

23. Partnerships in Reading

ORLEANS ELEMENTARY SCHOOL, Orleans 02653
Superintendent: Knute Larson
Reported by: William Sullivan, UNLOCK
Information contacts: Constance Newell and Edmund Banas, 617-255-0380
Administrative contact: Rosemary Bowler, 617-255-0380

How do you "turn on" turned off readers? By letting them teach younger children how to read -- at least this is the way it's done at the Orleans Elementary School. The 9-12 year-olds in Mr. Banas' remedial reading class are now tutoring the 7-9 year-olds in Mrs. Newell's transition class on a one-to-one basis. Their teaching responsibilities have given the older children practical motivation for acquiring a sound phonics background, learning to spell accurately and trying to write legibly.

Mr. Banas takes Mrs. Newell's class one day a week so Mrs. Newell can train her young assistants and show them how to prepare materials for their "pupils." Through this instruction, many of the older students are grasping for the first time the basic elements of the reading process. They know they won't be able to help the younger students unless they're careful and accurate themselves.

During the time alloted for the actual tutoring, some of the "teachers" work individually with their partners anywhere in the building where they can find a suitable spot -- in a corner of the library, under a table in the corridor, or on the stage. The rest of the "teachers" observe while their younger partners are being taught by Mrs. Newell. Then the first group comes back to Mrs. Newell's classroom and the second group of "teachers" goes out to conduct tutoring sessions. While this is going on, Mr. Banas is circulating throughout the building, supervising the teacher-partners, checking their work and making suggestions.

Mrs. Newell and Mr. Banas feel that this program, which combines a highly-structured approach to reading with the freedom and responsibility associated with the philosophy of the "open classroom," has strengthened reading skills and enjoyment for both groups.

Date project operational: November 1970
No. of students involved: 40
Approximate yearly cost: None extra
Visiting policy: Please call for an appointment

24. Students Rap with Superintendent

WORCESTER PUBLIC SCHOOLS, 20 Irving St., Worcester 01609
Superintendent: John Connor
Reported by: Charles Kolak, Exec. Asst. for Staff and Public Relations
Information contact: John Connor, 617-798-2521 x 21
Administrative contact: Charles Kolak, 617-798-2521 x 31

Early this year, Worcester Superintendent of Schools John Connor began holding quarterly "rap" sessions with secondary school student council officers, senior class officers and members of the Inter-High Council. During the hour and a half meetings, he invited students to talk about things which concerned them. At one session, he posed three questions: What do the schools offer you? What do you think they ought to offer? How can we work better with you?

Topics which have come under discussion are the adoption of an open campus program, rehabilitation of school buildings, distribution of funds to senior high schools, permitting students to assist in school rehabilitation and evaluation of teachers. During the conversations, the superintendent has an opportunity to talk about forthcoming curriculum changes, explain the implications of the state laws relating to curriculum, the length of the school day and school year, and describe some of the programs in which the Worcester schools are involved.

These "rap" sessions have not turned out to be just a lot of talk -- they have led to some tangible results:

The school committee has approved a proposal by the Inter-High Council to make secondary school gyms available for intramural sports in the evenings.

A proposal was made to the school committee (and later approved) that two representatives from the four senior high schools in Worcester serve as advisors to the school committee, and sit with the school committee at its meetings for the school year.

A student-initiated poll of graduating seniors has been taken to find out what they thought of their high school experience. The results have been turned over to the principals and superintendent and have been discussed with the students.

The students who participated have requested that the "rap" sessions continue -- and they will continue because they have made available to both the central administration and the students a channel of communication and information that did not exist before.

Date project operational: Early 1971
No. of students/personnel involved: Personnel 2, students 30
Approximate yearly cost: None extra

25. Work Experience Options

MARTIN LUTHER KING MIDDLE SCHOOL, 77 Lawrence Ave., Dorchester 02121
Superintendent: William Ohrenberger
Reported by: Tino O'Brien, ABCD
Information and administrative contact: Warren T. Brown, Asst. Principal 617-445-4120

For two years, the Martin Luther King Middle School in Dorchester operated a successful Work Experience Program designed for underachievers, potential school offenders and dropouts. Students were drawn from those with excessive absentee and truancy rates, grade repetition, poor reading skills, but normal intelligence and good health.

Participating students attended school three hours per day and worked three hours per day at places outside the school, such as a department store, A&P supermarkets, and Logan Airport. Necessary expenses were supplied by ESEA Title III funds. A teacher coordinator served as the students' homeroom teacher, taught them all their basic academic subjects, and served as a job supervisor and liaison between home, school and job site.

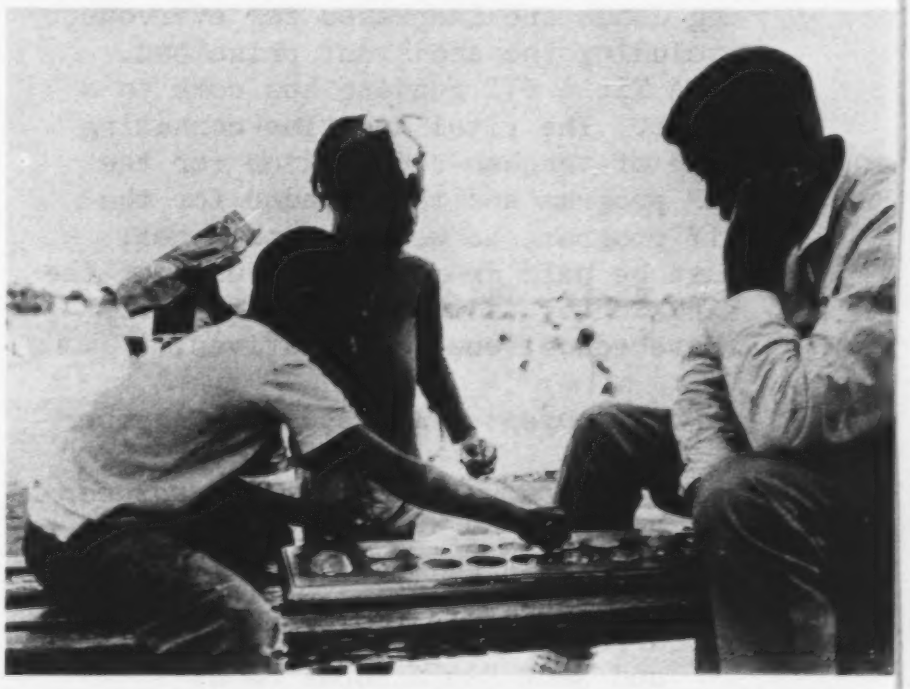
A few 14-16 year-old WEP students weren't quite ready for outside employment, however, and felt that they'd be more comfortable working in the school or devoting more time to activities they were really interested in. So another option was added to the program in December 1970, when the national Neighborhood Youth Corps' Youth Tutoring Youth Program was brought into the King School with the help of Action for Boston Community Development Inc.

Under the YTY program, six students were eligible to receive federal payments for tutoring other students. After a two-month training period of role-playing, lesson preparing and creating materials, these six students began to tutor sixth graders. Each tutor worked with a younger student for a month, using his regular two free periods every week, plus the additional free time which was allocated to YTY and WEP students for their projects. For the remaining five months of school, each tutor worked with one fifth or sixth grader per month. The training period for tutors proved to be invaluable; most students preferred to use the materials they had created for tutoring, although commercial language games were also popular.

Teacher aide Mrs. Dixon functioned as team leader for the Youth Tutoring Youth program. She took on the day-to-day responsibilities of running the program -- directing activities, checking attendance, counseling, planning lessons. Assistant Principal Warren T. Brown, official supervisor, stated that the program could not have survived without her, as he was too busy to take care of daily problems and needs. He did meet with tutors at least once a week formally, and informally on Saturdays and holidays because the enthusiastic tutors suggested it.

Saturday sessions brought out whatever thoughts and frustrations tutors may have had concerning the program. Tutors learned a lot about teaching and its challenges. They talked about their school and teachers. Mr. Brown reports, "Initially, most tutors blamed others for what they considered their personal shortcomings, academically speaking. Subsequently, they pinpointed the blame on themselves."

Tutees were pleased with the program, too, after initial uneasiness and kidding-around. When tutors developed confidence, they became effective tutors and "older brothers" to the tutees. Sixth grade teachers were skeptical at first of the program, but were fairly enthusiastic at the program's end in June. Several urged it be continued.



The WEP and YTY programs operated simultaneously during the winter and spring of 1971. However, those students who weren't comfortable with either of these arrangements needed other alternatives. Some boys requested and were allowed to continue their work hours in the Industrial Arts Department. The shop foreman helped the students acquire shop skills and was impressed by their competence and interest. Other students were assigned to tasks inside the school as outlined by Neighborhood Youth Corps guidelines. They worked as school messengers, supply room helpers and as custodial and lunchroom aides.

Facts which testified to the success of the WEP and YTY programs are decreased absenteeism and dropout rates. One YTY tutor became an honor student. The programs, stated Assistant Principal Brown, "mirrored a need for drastic alteration and innovations in today's current curriculum. They proved students will learn freely if given proper incentive, the basic educational tools and the responsibility of implementing these tools."

For the 1971-1972 school year, the King School teacher staff has been reduced by 13 teachers, while enrollment increased by nearly 200 students. Fifteen teacher aides were cut from the budget also, because of Boston's severe financial plight. There is little extra space around, and teaching loads are increased for everyone, including the assistant principal. ESEA Title III funding has come to a close. The vital and time-consuming role of teacher-coordinator for the WEP program and team leader for the YTY program, as well as job wages, must be paid from federal funds if the King School is to continue to offer these educational alternatives.

Date project operational: December 1970
No. of students/personnel involved: Personnel 2, students 15
Approximate yearly cost: $4,250 (personnel $4,000, materials $250)
Sources of funds: ESEA Title III and ABCD Educational Games

26. Kids Helping Kids

GOVERNOR JOHN CARVER SCHOOL, Carver 02330
NATHANIEL MORTIN INTERMEDIATE SCHOOL, Lincoln Street, Plymouth 02360
Superintendent: F. Edward Nicolas
Reported by: Hazel Carmichael, Reading Consultant for Plymouth-Carver Schools
Information contacts: Dorothea Neville, 617-866-4541; Arlene Furtado, 617-746-6500
Administrative contact: Mercia C. Pike, Elementary Supervisor, Nathaniel Mortin School, 617-746-0600

Among the more important rediscoveries in education in recent years is how much kids enjoy helping other kids and the extent to which both sets, tutors and tutees, profit from their mutual experience. Such an event occurred during the past school year in two schools in Carver and Plymouth.

Because more of the reading specialist's time was to be scheduled for primary children in September 1970, six seventh grade boys at the intermediate school were to be dropped from the reading specialist's program. These students were really low academically and were considered to be antagonistic, aggressive and turned off. Their teachers pleaded with the reading specialist to help in some way because they knew how much the boys needed help and that good rapport had existed between the six youngsters and the specialist.

The reading teacher asked the boys to help her with some third and fourth graders and found the six students willing and enthusiastic. They agreed to give up twenty-five minutes daily for a week to discuss lesson plans, procedures and problems. Subsequently, they began to provide two weekly periods of reading help to their younger tutees, who were carefully paired up with the tutors.

Workbooks, games and books with high interest and low vocabulary were provided to the tutors. Older students would read directions orally to the

younger, teach the phonic skills and help correct mistakes. In doing so the tutors reviewed and reinforced their own reading skills. Reading games were played when workbook lessons were completed. When their younger students were working alone, the tutors read their own books. Informal tests were given periodically to check progress. Two other seventh grade students asked to join the program and were accepted -- one as a tutor, the other as a substitute.

Upon observing this experimental class, a neighboring reading specialist planned a similar program -- seventh grade perceptually handicapped students tutoring fifth graders. She observed the same positive reactions of willingness and enthusiasm as in the original group.

Both reading specialists report that students were extremely cooperative. The seventh graders developed much more self-confidence, while younger pupils were greatly excited to be working with "the big guys." Discussions with the reading specialists have helped the tutors develop better attitudes toward their schoolmates as well as a better understanding of the role and responsibility of a teacher. The effects of such a program cannot be measured precisely, but the change in attitudes is observable and extremely gratifying to all concerned.

Especially rewarding to the reading specialists was the year's culminating activity. Not only did the seventh grade tutors propose, plan and supervise a party in June for their young tutees, they also participated in all party activities with rollicking good will and obvious enjoyment. From the six-footer who kept the "Pin the Tail on the Donkey" crowd in line to the seventh grade wit who foxed the little fellows on "seconds" by saying, "Everybody who doesn't want another Dixie cup raise your hand," (and a full complement of misguided third and fourth grade hands waved enthusiastically in the air.) Good fellowship reigned!

Date project operational: November 1970 - June 1971
No. of students/personnel involved: Personnel 3, students 23
Approximate yearly cost: None extra
Dissemination materials available: Available upon request

27. Prep School and Public School Team Up

CENTER SCHOOL, Sheffield 02157
THE BERKSHIRE SCHOOL, Sheffield 02157
Superintendent: Douglas Adamson
Reported by: Hilary Russell, Coordinator of Project
Information contacts: Hilary Russell, 413-229-8510; Daniel Cabral, Principal, Sheffield Center School, 413-229-8754
Administrative contact: Daniel Cabral

When 13 volunteer tutors from grades 9-12 at The Berkshire (boys prep) School began tutoring students at the Sheffield Center School, a degree of individualized instruction occurred in the public school classrooms which was not possible before. The program has also given the boys an opportunity to work outside the relatively self-contained community of a boarding school and to meet the challenges of teaching young children.

The volunteers come for 90 minutes once a week and are assigned to teachers who have shown a desire to reorganize the atmosphere and structure of their classrooms. Working together for the first few minutes of each session, the teacher and student tutor outline what they hope will be accomplished. One week a boy may find himself reviewing math skills with a first grader who has been absent from school. On another day, he may be leading a small reading and discussion group for slow learners.

Flexibility is very important for the success of the program. The fac-

ulty advisors of the Berkshire students agreed to the unorthodox system of releasing the boys from study hall periods during the day. Faculty wives at The Berkshire School are providing transportation from the school into the village and back. The elementary school teachers have taken the time to reconsider the specific needs of their pupils.

The Berkshire students, coming from a fairly conventional educational experience, have discovered that teaching has very few absolutes when it comes to methods. An approach to spelling which succeeds with one child may be disastrous with another. What may appear hilarious to teenage boys might be puzzling or sarcastic to second graders.

The tutors learn to listen to the children read, learn to serve as sounding boards when the youngsters relate what they have read and seen, and learn to vary activities during the tutorial period.

Every so often, the Berkshire students meet with Daniel Cabral, the principal of Sheffield's Center School. The boys air suggestions for special activities such as slide shows or musical programs they may have planned for a whole class. Sometimes they talk about the frustrations of working with poorly motivated children or complain that the elementary students are simply using the tutors to complete homework assignments. No matter what problems may arise, it is clear to everyone involved that the boys are discovering more about their own capabilities while helping the teachers extend their effectiveness.

Date project operational: September 1970
No. of students/personnel involved: Personnel 15, students 200
Approximate yearly cost: None extra
Dissemination materials available: Mimeograph materials, brochures

28. An Idea That Grew

FRAMINGHAM PUBLIC SCHOOLS, 49 Lexington Street, Framingham 01701
Superintendent: Albert Benson
Reported by: Joseph Hannigan, UNLOCK
Information contact: Evelyn Barden, Resource Teacher, Hemenway School, 617-877-1030
Administrative contact: Patricia Ellis, 617-872-1522

When Mrs. Evelyn Barden came to Framingham as a kindergarten resource teacher, she found the kindergarten operating on double sessions and without any teacher aides. To her it seemed logical to enlist the help of high school students, so in May 1970, a group of 25 North High School National Honor Society members spent the last six weeks of their senior year working with the town's kindergarten classes.

The program was so successful from the standpoint of students, teachers, and administrators, that is has now been greatly expanded to utilize North High and South High students at all levels of ability from grades 9-12 to work not only in kindergarten, but in other elementary classrooms as well. The program took up the entire second semester of the 1970-71 school year. The Framingham School Committee and Superintendent have encouraged the development of this course.

Mrs. Barden feels one key to the success of the program is the way it has been organized with support and cooperation from the high school administrators and teachers. Every participant spends at least four days in an orientation program given by Mrs. Barden. The student teachers are then released (usually from social studies or English courses) a minimum of two class periods a day, four days a week. Three of these days, the students teach in the elementary schools; the fourth day they attend a double period seminar with Mrs. Barden to receive more training and to discuss their experiences and problems. The fifth day they attend their regular class. They receive

a full semester's academic credit for this class even though they are present only one day per week.

A ninth grade urban problems class which has several students participating in the program, took a field trip to the elementary school to observe their classmates working with the children. They were impressed, and it was a great shot in the arm for the program, reports Mrs. Barden.

All student teachers are required to keep a journal in which they record their experiences, reactions, problems and pleasures. These journals are shared with Mrs. Barden and often are used to spark discussion during the seminar. Mrs. Barden feels it is vital for these student teachers to be able to share their rapture and enthusiasm with an adult who has had similar experiences with young children.

Some students frankly admit they joined the program to avoid working in their high school class. However, they found themselves becoming so involved with the children that they ended up putting in much more time than they would have otherwise. Other students started out with little interest in children, only to see it grow tremendously as the children began looking up to them. At the end of the program, a tea is held to give the students an opportunity to discuss teaching as a career with the elementary teachers and principal.

Another facet of the program permits all of the high school participants to be released from all of their classes for two days so they can work two full days in their elementary school assignment. Each student teacher also is allowed to take the class he is teaching on a field trip to the high school to see what high school life is like. Mrs. Barden says it is always an eye opening experience for the high school students to see the things that impress their young charges in the high school.

The program emphasizes working with and understanding children. Among the things which the high school students do are: helping individual students and small groups with math and language arts, organizing and directing plays, teaching arts and crafts, presenting creative writing lessons. A certified teacher is always present, and an effort is made to give the student aides a genuine role in the classroom -- rather than just having them operate the ditto machine or clean paintbrushes.

At the end of the school year, the program was evaluated through a questionnaire distributed to teachers and student participants. Mrs. Barden reports that the evaluation was loaded with success stories -- students who had decided not to drop out of school, students who were motivated to choose teaching as a career. Most of the students who participated showed an improvement in their grades. Only one great discrepancy occurred between the teacher and student evaluations of the program. The students were asked if the experience had changed their attitudes towards children, education and the world and all of them said, "Yes". However, most of the teachers answered, "No" when asked if they felt they had helped change the attitude of their student aides toward any of these things.

The problem the program faces now is a need for staff to allow it to grow.

Date project operational: May 1970
No. of students/personnel involved:
Personnel 1, students 40
Dissemination materials available:
Topic Outlines for two-year program: "Introduction to Child Study" and "Cultural Influences on Learning"
Visiting policy: Call Evelyn Barden for appointment

II. GUIDANCE AND SPECIAL NEEDS PROGRAMS

E. Children with Special Needs

29. 4-H in the Special Class

BUTTERFIELD SCHOOL, 94 So. Main Street, Orange 01364
Superintendent: Walter Fields
Reported by: Rhoda H. Graves, Observer
Information contact: Ruth Songer, Teacher, 413-544-3930
Administrative contact: Robert Gaudet, 413-544-6136

Since 1958, students in the special class at the Butterfield School have been encouraged to develop a variety of social, self-interest, and service skills through active participation in 4-H projects. The program was started to provide experience which the children would have a chance to follow through successfully so they could feel a sense of accomplishment.

In their home classroom, a converted high school home economics room, the children hold club and committee meetings and group dress reviews. They work on individual projects in areas such as woodworking, cooking, sewing, crafts and health.

Sometimes involvement in projects goes far beyond the classroom. One

boy's interest and success in woodworking led him to attend vocational school and become a cabinet maker. Several students have been motivated to finish high school as a result of participation in the program.

Currently, a promising sewing student has been offered a job altering clothing for a store if she finishes high school. Individual projects are selected with help from the teacher, who gives close attention to each child's needs and abilities.

Students participate in service work both in and out of school. Typical activities include keeping the teacher's room clean and setting up and taking down school cafeteria tables, sending cards and letters to shut-ins, and entertaining with square-dancing. The group has also sung and danced at the Eastern States Exposition, and attended the Governor's reception in Boston.

Three years ago, the success of 4-H in the special class led to its extension to the self-contained fifth and sixth grades at Butterfield. These classes are composed of children who are not yet ready to compete with their peers because of academic or emotional problems. Teacher Rhoda Graves feels that the 4-H activities have been as successful in the fifth and sixth grade classes as they proved to be in the special class. Although home economics facilities are not available, donated items such as a sewing machine and a small jigsaw serve as project tools.

Date project operational: 1958
No. of students/personnel involved: Personnel 1, students 288
Approximate yearly cost: $15-$20
Source of funds: School materials and donations
Dissemination materials available: References to projects, materials and sources.
Visiting policy: Ruth Songer would be glad to confer with anyone.

30. Lay Tutors for Learning Disabilities Classes

MELROSE SCHOOL DEPARTMENT, 235 West Foster Street, Melrose 02176
Superintendent: George R. Quinn
Reported by: Joseph Hannigan, UNLOCK
Information contact: Richard A. Incerto, 617-662-6838
Administrative contact: Anne Elder, 617-665-5675

The Melrose Learning Disabilities Program, now in its third year of operation, continues to evolve into a model structure for learning disabilities diagnosis and corrective methods.

Central to the new program is a reviewing committee formed under the direction of Dr. Richard Incerto, Director of Pupil Services, during the 1970-1971 school year. On a monthly rotating basis, this committee involves principals and other administrators such as the Director of Elementary Education, guidance and medical personnel, and classroom teachers and specialists. In this way, they share vital information and become intimately acquainted with the learning disabilities program.

A folio is compiled for each child recommended for the program, consisting of reports from the classroom teacher, the nurse, the psychologist, the Director of Learning Disabilities,

and from various specialists. This information is discussed by the reviewing committee and the recommendations are put into action immediately.

A dossier for present and future use is kept on each child, including recommendations, personal history, and any other pertinent information. Data brought before the committee varies from case to case and may include samples of class work; day-by-day observations of the teachers; information about family background, if possible; academic and medical histories; and any test scores available.

A group of forty tutors for the perceptually handicapped is another key feature of the program. Trained by Dr. Tina Federico of Curry College, these tutors amassed a total of 400 clock hours of training by the end of one school year. Tutors are primarily residents of the community, with no particular educational experience. The small turnover rate, and the fact that the number of applicants for tutoring jobs exceeds the number of openings suggest that the tutoring program is quite successful. Dr. Federico followed the training program with one day workshops for parents, teachers, students, administrators and the school committee.

In addition to the 150 children Melrose serves individually through the program, 15 more are reached through a resource room; three transitional classes have been added; and a specialist in music-motor skills visits primary classes in four schools.

The diagnostic center, headed by Dr. Incerto, serves as a nucleus for all personnel to present or gather material to help individual children. Eventually, the center will integrate all pupil services work for the Melrose School System.

Date project operational: Fall 1969
No. of students involved: 150
Approximate yearly cost: $40,000
Source of funds: 50% Local, 50% State
Dissemination materials available: Pamphlet explaining program.
Visiting policy: By appointment

31. Student-Tutor Education Project (STEP)

INDUSTRIAL SCHOOL FOR BOYS AT SHIRLEY
Shirley 01464
LYMAN SCHOOL FOR BOYS AT WESTBORO
Westboro 01581
Reported by: Thomas Nesbitt, Assistant Director
Information and administrative contact: Mrs. John Spiegel, Director, 10 Channing Place, Cambridge 02138, 617-876-2628

STEP is an educational program located in group homes set up on the grounds of the Industrial School for Boys at Shirley and the Lyman School for Boys at Westboro. It is designed to give a positive, reinforcing, innovative educational experience to boys remanded to the Department of Youth Services. The boys are 15-17 years old, and most of them are dropouts or "kick-outs." The program works to get them back into schools and to keep in touch with them after parole.

STEP operates on a system of programmed instruction developed by taking the most relevant and least expensive from the wealth of commercially-available materials. Programs in basic math, advanced math, enrichment math, beginning reading, and English grammar and usage have been developed.

This plan is liberating and rewarding for students who can now work at their own speeds and levels with maximum individual instruction. Besides study in the basic curriculum areas, there are short, intense units in such areas as: The Sociology of Drugs, Strobe Photography, Digital Computers, The Psychology of the Eye, Freud vs. Skinner, Polyhedra Models & Geodesic Domes.

The statistics attest to the achievement of this program. During the first year at Shirley, the average STEP student advanced 60% faster than did the average (national) student at the same level (as measured by the Iowa Tests of Basic Skills). Half the boys who participated in STEP in the fall of 1969 were returned to school on parole, and all but two of them at the grade level of their peers or higher.

Date project operational: September 1969
No. of students involved: 50-60
Approximate yearly cost: $90,000 (personnel $80,000, materials $10,000)
Source of funds: Governor's Council on Law Enforcement and Administration of Criminal Justice

32. Teacher-Devised Bilingual Program

G. F. HOAR SCHOOL, Flaherty Way, South Boston 02127
Superintendent: William Ohrenburger
Reported by: Roselyn Frankenstein, Department of Education
Information contact: Virginia Dunn, 617-268-7133

Virginia Dunn, a teacher at the G. F. Hoar School in South Boston, has developed a highly successful bilingual program for the 25 Puerto Rican students she welcomes to her first grade classroom each fall.

Miss Dunn is self-taught in Spanish, and her approach to materials and techniques has evolved through her work with Spanish-speaking children over the years. Her responsibility is a great one, for many of the youngsters in her room are new arrivals from Puerto Rico and they must be prepared over the course of a year, and possibly two, to enter a second grade program that is taught entirely in English.

Directions and instruction are given in Spanish and English, depending upon structure of each class and needs of the individual child. Miss Dunn uses her own program and methods for the teaching of phonics, and she structures her reading program around the Miami Linguistic Series, where the focus is on a comprehensive approach to the reading, writing and speaking of English.

Throughout the school day, Spanish and English are used according to the needs and interests of the children in math, science, and social studies. By the spring of the school year, the children who have a solid foundation in the speaking of English are able to read simple stories.

By early May, the youngsters have begun to create their own stories in English, and Miss Dunn translates them into written Spanish. Because Spanish is a highly phonetic language, the transition for these children is an easy one, and they begin to read materials in both languages.

In this way too, the children build a library of original bilingual materials which form the basis of an individualized reading program. They share these materials with classmates and take them home to share with their parents.

Miss Dunn stresses that her goal is to help the children develop competency in English while continuing to value and respect their native language and culture.

Date project operational: September 9, 1971
No. of students/personnel involved: Personnel 2, students 25
Approximate yearly cost: None extra
Visiting policy: Call for permission

33. Perceptual-Motor Development Program

WACHUSETT REGIONAL SCHOOL DISTRICT,
1401 Main Street, Holden 01520
Superintendent: Edward P. Yaglou
Reported by: Miriam Miner, Supervisor
Information contact: Forrest R. Gilmore, 617-829-3537
Administrative contact: Edward O'Connor, 617-829-3537

The aim of this program is to spot children from kindergarten through the fifth grade who, despite normal or above IQ, are falling down academically because of perceptual-motor problems. An evaluating team made up of a learning disabilities teacher, a school psychologist and appropriate medical specialists examines the children referred by their classroom teachers to select those who can benefit from the program.

Ten women were recruited and trained as perceptual-motor technicians to work in the ten elementary schools in the five towns in the Wachusett district (Holden, Paxton, Princeton, Rutland, Sterling). They work with these children three times a week in 45-minute sessions, individually or in small groups; they follow prescriptions written for each child by the learning disabilities teacher and evaluator to meet specific individual needs.

Two learning disabilities teachers go to the ten elementary schools on a regular schedule in a specially designed and equipped $35,000 mobile learning laboratory to supervise the technicians, re-evaluate the children, and consult classroom teachers and parents. (The mobile learning laboratory was paid for under a three-year ESEA Title VI grant.) In this way, the children all have access to the type of electronic equipment and one-to-one professional supervision which could not otherwise be provided separately in all ten schools.

Date project operational: 1968 to present
No. of students involved: 196
Approximate yearly cost: $41,000 (Personnel $38,000, materials $3,000)
Source of funds: 50% state funded
Dissemination materials available: A guidebook for classroom teachers $1.50. Mobile unit brochure to be published; slide program with taped lecture being compiled, $5.00 rental fee.
Visiting policy: By appointment

34. Helping Emotionally Disturbed Children

IPSWICH PUBLIC SCHOOLS, Ipswich 01938
Superintendent: J. H. Stella
Reported by: J. J. Battaglio, Director, Pupil Personnel Services
Information and administrative contact: J. J. Battaglio, 617-356-4308

Ipswich Public Schools has a twofold program to help its children who are

designated emotionally disturbed by the psychiatrist under State Law 750. The severely disturbed children who aren't able to gain from or add to the standard classrooms make up the core-class, a half-day session taught by a specialized teacher and an assistant. The less severe cases are placed throughout the school system in classes carefully selected by the E.D. (emotionally disturbed) specialist and the principals involved.

In the afternoon, after the core-class has gone home, the specialist visits the classes fostering the other "750" children. What she can do in the way of tutoring therapy or adjustment she does then, as well as advising and helping the staff. The success of this program has been in giving educational and social experience without stigma to handicapped children; it has effected improvement in ability, even to the extent of returning several children to the regular mainstream of the student body.

Date project operational: September 1965
No. of students involved: 8
Approximate yearly cost: $15,500 (personnel $15,000, materials $500)
Source of funds: School budget
Dissemination materials available: Some
Visiting policy: Open

35. Camp Plum Cove

PLUM COVE SCHOOL, off Hickory Street, Gloucester 01930
Superintendent: Calvin Eells
Reported by: John T. Robarts, former Director, Pupil Personnel Services and Title I supervisor
Information and administrative contact: Dominic Butera, 617-283-4686

Imagine a parent complaining that his child hadn't failed first grade! While things haven't progressed quite this far, several jealous parents (and kids) do wish Gloucester's Camp Plum Cove would discard failing first grade as an entrance requirement. One of many Title I summer camps, Camp Plum Cove was conceived five years ago by John Robarts, Director of Pupil Personnel Services, to aid students who failed first grade because of poor language development, social maladjustment, or inadequate ego development. The six-week program provides breakfast and lunch, remedial reading and math, exploratory science, arts and crafts, recreation and swimming, and numerous field trips.

Since 1967, classes for the emotionally disturbed and the educable retarded have been added. Social workers, counselors, psychologists, speech therapists, and tutors for the perceptually handicapped have given special services as needed.

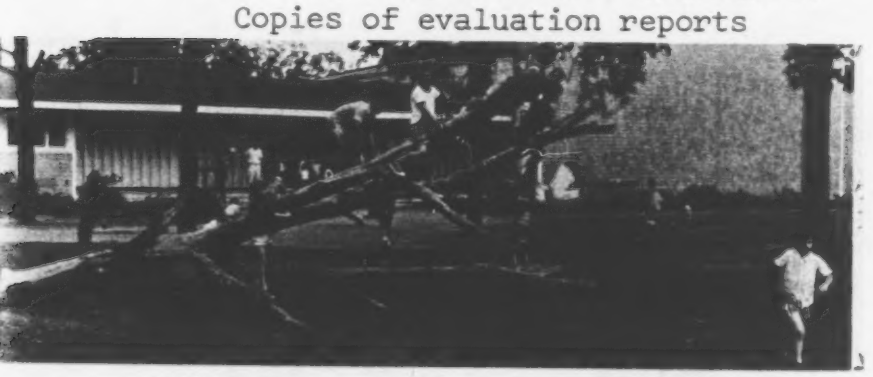
The value of Camp Plum Cove, however, is in the informal, close relationship between staff and students. One teacher and three or four aides work with each class of fifteen. Some of the

aides are undergraduates at teacher-training colleges, some are Neighborhood Youth Corps workers, others are Project WIN (a work incentive program) trainees, and many are volunteers.

Since one of the main objectives of the program is changing students' attitudes by promoting positive feelings toward education, one's self and relations with others, evaluations are mainly subjective and unobtrusive. At 2 p.m., kids have to be told it's time to leave and almost all cry on the last day of camp. Discussions in the teachers' room center on how to reach students rather than on the latest contract negotiating session.

Evaluations completed last summer indicate self-images and attitudes toward school and learning did change positively and significantly during the time students were at camp. Moreover, follow-up studies have shown these changed attitudes were observable when students returned to school in the fall.

Date project operational: Summer 1967
No. of students/personnel involved: Personnel 15-30, students 60-90
Approximate yearly cost: $10,500-$29,000 (personnel $10,000-$25,000, materials $500-$4,000)
Source of funds: ESEA Title I
Dissemination materials available: Copies of evaluation reports



Other summer camps funded by Title I:
Reported by: Department of Education Title I staff

ASHLAND, Northeastern University camp
CANTON, at Hanson Air Field
CLARKSBURG AND FLORIDA
FALL RIVER, at Children's Home of Fall River
PITTSFIELD, one-half time at summer camp and on school grounds
STONEHAM

36. Operation English Mastery

WORCESTER PUBLIC SCHOOLS, 20 Irving St., Worcester 01601
Superintendent: John J. Connor
Reported by: R. Frankenstein, Department of Education
Information and administrative contact: John J. Connor, 617-798-2521

The city of Worcester is experiencing a large influx of Spanish-speaking and Greek-speaking children. In many cases these children have attended as many as five schools before reaching the third grade. Most have never participated in any program to meet their special needs. Worcester is offering two programs this year funded through Title I which are serving 506 of these youngsters in grades 1 through 6.

Spanish-speaking students attend Worcester Transitional School, and Greek students are housed at the Elm Park Community School. Students in both programs receive intensive training in English as a second language, while receiving instruction in other subjects in their native language. A gradual transition to full instruction in English will take place as children develop the necessary competence and confidence.

Students who complete the ESL program will then be assigned to regular classrooms in neighborhood schools. They will meet periodically with traveling bilingual teachers who will provide tutoring and supportive services to ensure successful placement in the existing school program.

In addition to this program, local funds have been provided for the implementation of the ESL at the junior and senior high school levels.

Date project operational: September 1971
No. of students involved: 506
Approximate yearly cost: $190,570 for personnel
Source of funds: ESEA Title I

F. Guidance

37. A Team Approach to Guidance and Counseling

BROOKLINE HIGH SCHOOL, Brookline 02146
Superintendent: Robert Sperber
Reported by: Thomas Ryan, Jr., Counselor
Information contact: Diane Ryan, 617-734-1111 x363
Administrative contacts: Thomas Ryan, Jr., and Lillian Murdock, 617-734-1111 x363

A major concern in the field of Guidance is the development of practices by which counselors will have more frequent contact with a wider range of student population. A central question for counselors is how to move beyond the "exceptional" student into the area of the "normal" student. Brookline has recently developed two plans with this question in mind.

The first plan consists of a team approach to Guidance. Brookline High School is organized into four Houses of about 600 students per House. Each House contains an equal number of freshmen, sophomores, juniors and seniors, and has a team of three guidance counselors assigned to it.

Counselors have been assigned students in the traditional manner by homerooms. However, a new feature is that all House students and counselors may have numerous contacts with each other through the House Office. Thus, both students and counselors have extra opportunities to develop relationships. One of the three counselors (on a rotating basis) is always available in the House Office reception area to give immediate service (without an appointment) to any student. This arrangement frees counselors for more teaching, group work, contacts with teachers, and informal work within the student environs such as the lunchroom.

Students and counselors have found that many student questions and needs are of the type that can be handled by any of the counselors. Furthermore, when a student wishes to have an extended talk or private discussion with a particular counselor, he is free to set up an appointment.

The second plan has been in the area of promoting group work by means of utilizing the curriculum. At Brookline High School, the fall of 1970 brought increased emphasis on group work. During the first semester, groups were organized by counselors through their personal contact with students. Though some groups were established, the movement was hampered by this haphazard method of contacting students.

By early December, it was clear to the counselors involved in group sessions that the school curriculum should be utilized for organizing groups during the school day. Thus, in the second semester, three sections of "Group Dynamics and Human Behavior" were organized. Officially, these three groups became a pilot project. The course was listed as a mini-course for juniors and seniors, meeting twice a week for fifty minutes without credit. However, students could arrange through the Seniors Studies Program to earn one-half credit for the second semester.

The groups, advertised by counselors in English classes, were concerned with the interaction and the personal growth of each participant. A wide range of students enrolled for a variety of reasons: "liked the idea", "sounded different", "needed credit".

This plan's basic asset was that it effectively used the existing school structure to reach students for a group experience.

Date project operational: February 1970
No. of students involved: 2,400
Approximate yearly cost: None extra
Dissemination materials available: Articles and bibliography
Visiting policy: Visits must be arranged.

38. Home School Counseling

STONEHAM PUBLIC SCHOOLS, 149 Franklin Street, Stoneham 02180
Superintendent: Daniel Hogan, Jr.
Reported by: Thomas Wilton, Administrative Assistant to Principal
Information contact: Ruth Mayo, Supervisor of Elementary Education, 617-438-0600
Administrative contact: Daniel Hogan, Jr., 617-438-0600

During the past school year, the Stoneham Public Schools operated a Title I project whose major aims were psychological rather than instructional. Although academic gains in the latter category were reported as significant, the most satisfactory results occurred in the home-school counseling service built into the project to help students develop a better self-image and to alleviate family problems affecting social and emotional growth.

The home-school counseling service operated in several dimensions. The counselor met regularly on a weekly basis with a group of mothers whose children had been selected for the project. These meetings were originally set up to have the parents make instructional aids and games for the teachers to use with students. However, they soon became therapeutic sessions. Parents freely exchanged experiences and advice with each other and with the counselor while they worked together.

The counselor also made home visits to talk with the parents about the learning problems of their child and to suggest how the parents could support the child's experiences. Another aspect of the home-school counseling program was the involvement of other school services and personnel, such as the school nurse in family problems of management and hygiene. Community agencies like the Red Cross have actively assisted in the project.

The school counselor saw some of the fifty students involved in this program regularly on an individual basis, some intermittently and others in groups as their needs and interests dictated. Many of these sessions were devoted to helping individual students reduce their hostile feelings and apathetic attitudes towards school and home, to direct students toward worthwhile use of their time in and out of school, and to encourage self-discovery and improve self-concepts.

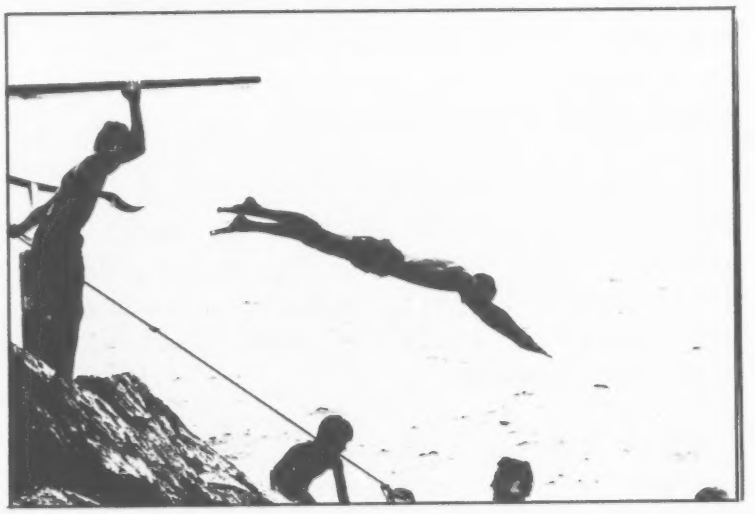
For the younger children, field trips were arranged in the community and not far from the school. Places visited included a bakery, a car wash, a bicycle shop, a dairy farm, a greenhouse, police and fire stations. A ten-passenger window van vehicle is available for field trips.

For the older children, a more positive use of their leisure time was encouraged by giving them opportunities to go on cultural tours, use nature trails and sketch at nature trail sites. The Melrose YMCA Gym and Swim Program has also been made available to the majority of the children. Individual needs were considered more important than a formal curriculum for all the students. As stated in the project proposal, "Mending a shattered ego was to be as important as an arithmetic process."

An evaluation of the program revealed that most parents who have had children (especially older ones) in the program would like it to continue. In some cases, complete changes in attitudes towards schools and learning have been observed among the children, while others have shown more academic progress.

Date project operational: September 1970
No. of students/personnel involved: Personnel 5, students 50
Approximate yearly cost: $38,596
Source of funds: P.L. 89-10, Title I

III. CURRICULUM AREAS



G. Humanities/Art/English/Media/Music/ Languages

39. The Library: Center of Activity

BELLINGHAM MEMORIAL JR.-SR. HIGH SCHOOL, Blackstone Street, Bellingham 02019
Superintendent: Anthony C. Minichiello
Reported by: Louise B. Kelley, Librarian
Information contact: Louise B. Kelley, 617-883-4220
Administrative contact: Albert A. Manning, Principal, 617-883-4220

This library, in addition to its prime function as media center for 1,489 pupils and 117 staff (including office personnel and custodians who make use of its resources), also serves the school and community in many other ways.

It is regularly used as a meeting place both during the school day and after hours. The Student Council meets there weekly during activity period; the Principal's Advisory Board meets weekly after school; the School Committee and the Permanent School Building Committee meet regularly, evenings; in-service courses are held there; and other meetings and activities are scheduled in as requested.

The library is also used throughout the school year as a display area for the Art Department and the Industrial Arts Department. No token displays either. When art classes are involved in poster art, the library is a riot of design and color on cabinets, tables, walls, tops of bookcases. When students are creating Christmas decorations, wreaths, creches, tree ornaments, the library is festive indeed! When the ceramics classes are ready to display, room is made for all -- from the beginners' first pots to the advanced students' graceful urns.

A special feature which occupies the library's main bulletin board (eight feet long with shelf space beneath) is the ARTIST OF THE MONTH. The artistic creation of an outstanding art student in collage, oils, watercolors, ceramics, etc. is spotlighted.

The main industrial arts exhibit is the feature of the last three weeks of school. At that time, dry sinks, deacon's benches, architectural drawings and models, graceful wrought iron work, etc. are displayed.

Where does the librarian put everything? Not out of reach!

All the art teachers want involvement. Texture is for touching. Benches are to be sat on. Drawers are meant to be pulled out. Pottery must be seen all around.

Sometimes tables are pushed back and the center of the floor is cleared. Sometimes tables are grouped. Everybody has a say and the library functions around, through, and over the displays. Art teachers lug in bricks, cement blocks, weathered boards, planks, six to eight-foot "interesting branches," barrels of woodchips for settings.

Is it inconvenient? Sometimes. Adults leave ashtrays. "Trees" topple. No one can resist jiggling the ceramic wind chimes.

Is it rewarding? Librarian Louise Kelley answers an emphatic, "Yes."

Artists and craftsmen feeling the warmth of admiration shrug casually. Their teachers -- who labor in shops, drawing rooms, and art rooms in wings and lower levels far from the academic staff -- are rightfully proud. The taxpayer begins to think its all worth it. Other teachers viewing the exhibits often discover new approaches to the artist or craftsman who is less talented academically.

Probably the remark most often heard from student and teacher alike is, "I can't believe so-and-so made this."

Date project operational: Winter 1970-1971
Approximate yearly cost: None extra

40. Humanities for Turned-off Students: Cultural Immersion

IPSWICH HIGH SCHOOL, Ipswich 01938
Superintendent: John Stella
Reported by: Robert J. Keefe, Director
Information and administrative contact: Robert J. Keefe, 617-356-3137

This year's humanities program at Ipswich High School is a real pioneer experience. The two-year elective sequence for non-college bound juniors and seniors is described by Social Studies Teacher Ronald Toleos as "an existential, emotional experience" for both student and teacher.

"Cultural Immersion" is the topic for the year, and it means just what it says. Since the beginning of the semester, some 35 seniors have been involved in the world of three cultures which an interdepartmental team of teachers selected for study using the descriptive work of Margaret Mead. The three cultures -- Balinese from Indonesia, Ashanti from Africa, and Crow from America -- exemplify isolated non-western societies noted for peaceful activities.

Students are busy building representative villages on school property, which authentically replicate the cultures they are studying. But they are doing much more than that. According to descriptions of the cultures' mores and conventions which they have read and heard about, they are participating as though they were real members of the culture.

As they construct their houses and temples, they are "doing as the Balinese do" -- this can range from a group discussion of where the point of their Balinese temple must face (according to tradition) to acting solely on group decisions (as a traditionally non-independent Bali native would).

The point of it all is to provide these students with an awareness of and identification with not only a vastly different culture than theirs, but to encourage each individual learner to see himself as a cultural being.

Many of these students, according to teacher Ronald Taleos, have not met with success in traditional academic courses. Consequently, academic readings are minimally assigned. Students, however, are motivated to read up on the various cultures so they can participate from a more knowledgeable point of view. Students are expected to learn about all three cultures, though they work in only one culture for field projects. Each week the entire class meets to discuss and exchange information as work on projects progresses.

Tests are kept at a minimum and some contracting of grades exists. A student may, for example, contract to provide five good Balinese logs, or decide that rather than attending class he will read two chapters in the library on an aspect of Ashanti culture in return for a "B" grade for the day.

This October, classes were held outside in the villages as work on projects continued -- making implements, enacting rituals, cooking native dishes, and learning tribal dances. The Balinese group made traditional puppets, while the Crows enacted Buffalo Hunting and the ritual Painting of the Buffalo Hide.

Humanities for non-college bound students started at Ipswich back in 1966, and summer workshops for teachers have been going on since then, thanks to support of the school committee. Teachers worked out a team situation in which the music teacher acts as coordinator for the three other staff members in the fields of history, art and English.

Classes met for a double period five days a week, and teachers use part of the second period for staff conferences which provide feedback and help shape future plans. While activities are structured closely on a day-to-day basis, the approach is flexible, and the whole program is not pre-planned.

Traditionally, the last quarter of the year has involved students in writing, acting, producing, directing and making props for a play which is usually satirical in nature. This year the play may be supplanted by the students coming forth as cultural authorities -- whether high Balinese priests or Crow medicine men. But whatever the students decide upon, their presentation will involve both community and students from the rest of the school. On Cultural Exploration Night, they will give students an opportunity to hear about the cultures

they've studied and on "play night", those who come will pay admission of "one dollar or something meaningful." Afterwards, the class will try to determine the meaning of objects given in terms of their own culture.

Date project operational: September 1966
No. of students/personnel involved: Personnel 4, students 40
Approximate yearly cost: $1,000
Source of funds: School budget

41. Kaleidoscope Art Fair

CHARLES ASHLEY SCHOOL, Rochambeau St., New Bedford 02741
Superintendent: James Hayden
Reported by: John Ackerman, Editor, The Southeasterner; E. Curtis Hall, Dept. of Education, Regional Office
Information contact: Ray Bisaillon, Art Director, Elizabeth Carter School, 212 Nemasket St., New Bedford, 617-997-4511
Administrative contact: Sally Hopkins, Coordinator of Special Events, Hallmark Cards, Kansas City, Mo. 64141 816-274-4282

New Bedford's Art Director Ray Bisaillon heard of a good thing happening in the Midwest and brought it to the East: Hallmark Cards Kaleidoscope Art Fair. Originating in Kansas City, this fair invites children to create beautiful collages, scenes, boxes, puppets, and sunglasses out of free Hallmark scrap materials.

Mr. Bisaillon discovered Kaleidoscope during a national art education convention. Beginning as a local public relations effort in Kansas City, the art fair quickly became so popular that Hallmark expanded its services to involve many school systems in the Midwest and an occasional New England school system. Hallmark keeps two public relations staffers very busy with Kaleidoscope. One sets up the many portable panels, tables, and geometric forms which make up the traveling Kaleidoscope set and lays out details for the use of Hallmark's donated yarn, crayons, glue, papers, beads, etc. The second staff member then moves in to help supervise activities and work with local personnel.

Kaleidoscope filled most of the Charles Ashley school gym in New Bedford. Children (grades K-6 from all New Bedford schools) entered through a low doorway filled with dangling beads, bells and blocks. This Motivation Room heightened the children's awareness of color, movement, sound, and texture by presenting all kinds of objects to see, hear, and touch. Children followed a "yellow brick road" inset with pieces of art work. A background of blues and greens highlighted all sorts of colorful things in Hallmark's "See and Look" panels: children viewed an animal painting through different shades of plastic, listened to and touched a plastic cube with little music boxes set inside, watched

a multi-image slide show, looked through a giant-sized Kaleidoscope, made rubbings of familiar objects sculptured in bas-relief on a low table.

The young craftsmen passed through another doorway of foil and yarn to a Work Room. Children chose what they wanted to do with the materials at hand. They could work on a few small projects, or one longer one. Projects went home with the children, and they were even given special bags to put them in.

Mr. Bisaillon and his art department personnel organized 200 parents, teacher aides, Art Club and other high school students, and Girl and Boy Scout leaders to help during Kaleidoscope's ten-day visit; fifteen to eighteen volunteers supervised 50 students each hour making suggestions and helping with difficult tasks, but never ordering or telling children what to make.

On weekdays, groups visited the fair all day through 5 p.m. (Scheduling could not allow school groups to visit from 3 p.m. to 5 p.m., so this time was offered to Cub Scout and Girl Scout troops.) Principals decided how to choose which grades and which children would visit, for not all the children of New Bedford could participate. The fair continued on Saturday and Sunday.

Mr. Bisaillon and his staff were delighted with Kaleidoscope. They found that of all ages which visited the fair (K-6), third graders seemed to be the most responsive. Everyone wished that all the New Bedford children could have participated, and that those who did could have worked for longer periods of time. The staff felt that motivation had greatly increased, and ideas for follow-up projects were abundant in art and general classrooms. Mr. Bisaillon hopes that Hallmark will come East again in 1973 or sooner, and suggests that other school systems write to Hallmark and explore the resources of other industries, especially New England plants.

Date project operational: Spring 1971
No. of students involved: 4,000
Approximate yearly cost: None extra
Dissemination materials available: (1) Suggestion booklet from Hallmark; (2) Creativity Kit, supplementary materials, 50¢ for both.

42. Art Workshops

QUINCY HIGH and JOHN HANCOCK SCHOOL,
12 Gordon Street, Quincy 02169
Superintendent: Lawrence Creedon
Reported by: Katherine Norris, Asst. Principal, John Hancock School
Information contacts: Robert Fariello, 617-471-4025
Administrative contacts: Wilfred Nolan, Elementary Coordinator and Arthur Woodward, Secondary Coordinator, Quincy Public Schools, Coddington St., Quincy, 617-471-0100

Twice a month, five to ten students from the Quincy High School Art Program travel by cab to the John Hancock School to work with small groups of children from levels one through six on a variety of art topics. Robert Fariello, the Quincy High School art teacher, or Katherine Norris from Hancock, work with students to organize each session. When necessary, the high school students contact the Hancock students before the Workshop if special materials are needed.

At present, most of the Hancock children have participated in the Workshop sessions directed by the high school students.

The major objectives of the program are:

(1) To give the high school students an opportunity to use their expertise in developing and organizing learning situations involving elementary school children.

(2) To give the high school students an opportunity to become assisting members in the daily activities of an elementary school.

(3) To provide the elementary school children with an opportunity to carry

out extensive art projects in a small group atmosphere.

(4) To be able to communicate and work with students who are close to their own age group in an informal situation.

The elementary school children who were interested in working in such a program contacted members of the Hancock staff. Topics for the session were identified by both the elementary and high school students. The topic and student member scheduling is developed and organized by the high school students and staff. So far the children have taken part in theater games, window murals, puppetry, clay modeling, and painting. Some of the workshop products are left in the Hancock on display, while others are taken home by the children.

At present, plans are under way for the elementary children who will be participating in the workshops for this year to travel by cab to the high school on alternate dates to develop some of their ideas.

The interpersonnel relationships and the specific individual projects that have evolved have made the sessions a highly successful aspect of the cross level programs now in operation in the Quincy School System.

Date project operational: November 1970
No. of students involved: 90
Approximate yearly cost: Cab fare

43. Students Design Their Own English Programs

LINCOLN-SUDBURY REGIONAL HIGH SCHOOL, 390 Lincoln Road, Sudbury 01776
Superintendent-Principal: Willard A. Ruliffson
Reported by: Frank Heys, Jr., Asst. Principal
Information contact: David Bronson, 617-443-9961
Administrative contact: Willard A. Ruliffson, 617-443-9961

Students in the upper three grades at Lincoln-Sudbury Regional High School can now design their own English programs, choosing from 67 different electives, traditional courses and independent study. As in many other Massachusetts high schools, the evolution of this type of curriculum has taken place in several stages during the past few years.

According to David Bronson, Chairman of the English Department, the first and most crucial step involved changing the load of the English teachers from five classes meeting five days a week to four classes meeting four times a week, plus conferences with each student. The number of students per teacher was not significantly changed. The second step was instituting a program of independent study. This enabled students going into their senior year to read the 12th grade English materials during the summer, pass an examination in September and then make arrangements with a tutor for a program of individual study.

The third step was to change the Honors English program so that any honors student who want to do work beyond the curriculum could apply and arrange a contract with an English teacher. At the end of the contract, the work would be evaluated by a group of teachers in the Department and a separate statement would be put in the student's transcript. (This was only semi-independent study since the work had to be done in addition to regular course work.)

The final step was the introduction of a modest set of electives parallel to the regular courses in 1969-1970. According tc Mr. Bronson, this program not only provided indispensable practice for everyone, it also had one unforeseen consequence which contributed enormously to the ability of the teachers to handle the expanded elective program.

Some of the regular classes were larger than had been anticipated, and there weren't enough textbooks to go around. So teachers had to find ways

of coping with this situation by working with more than one text at the same time, or by making divisions of a large class.

Early in 1970, a survey was made of elective programs in other schools; local teachers were asked to suggest electives they would like to teach, and students were asked to suggest electives they would like to take. A preliminary list was made up, and every student indicated those that looked best and those that looked worst. The latter were eliminated, and a series of meetings of teachers and students produced the final list of electives.

The result was year-long courses, semester (half-year) courses and term (quarter) courses. The year-long courses are the regular grade courses; the semester courses have a good deal of specific content; and the term courses are either specific (reading improvement), limited in subject (American Satire) or experimental (Visions of Utopia). Scheduling is now done by computer at Lincoln-Sudbury, and since scheduling term courses would require four computer runs per year and double the cost of computer time, term courses were paired.

Now that the new curriculum is into its second year, Mr. Bronson says, "We were sure it would work, but we had no idea it would work so well." He lists three areas of success:

(1) Teachers have learned to cope with a wide variety of situations and have devised a wide variety of structures to deal with students' needs, interests and abilities.

(2) Teachers' work is perhaps more demanding in some ways, but it is significantly more rewarding in nearly every way. Students are being allowed to work harder and are finding their work significantly more rewarding. (This was indicated on an evaluation questionnaire filled out by students at the end of the program's first year.)

(3) The "middle" student has been reached as never before through the combination of some time in class and some conference time. This means that no one can hide, no one can slide through.

Mr. Bronson says, "We have not yet all learned how to make the best use of unstructured time in the schedule of the school as a whole, but people are taking responsibility for doing so, rather than waiting to be told. We feel there is no reason why we cannot have electives of college level difficulty for a much larger number of students than were served in the traditional "honors" program."

Date project operational: September 1970
No. of students involved: 1,250
Approximate yearly cost: None extra
Dissemination materials available: Elective program description, course curriculum descriptions

44. From a Poet's Point of View

MASSACHUSETTS COUNCIL ON THE ARTS AND HUMANITIES, State House, Boston 02133
Reported by: Red Pencil Bulletin
Information and administrative contact: Louise Bielski, Program Coordinator, 11 Loring St., Newton Centre 02159, 617-332-3760

In February 1971, six poets in the Greater Boston area undertook poetry writing workshops for children in grades ranging from two to eight in six different Massachusetts cities. The Massachusetts Council on the Arts and Humanities and the National Endowment on the Arts sponsored the program, the first to be held under their auspices in the Commonwealth. It was initiated by poet Ruth Whitman, who served as artistic Advisor during the ten weeks of the program, as well as being one of the poets-in-school. Program Coordinator Louise Bielski carried on the sensitive task of soliciting and selecting schools.

The poetry workshops stem from the premise that children's poetic creativity is an untapped source in most school curricula, and that children from seven to thirteen are "natural" poets; that is, though they may be prejudiced against the word "poetry", their perception of their own experiences and of the world around them is still largely untrammeled and unprejudiced. They have direct access to poetic language and a natural ability to choose honest words to describe what they feel. Consider, for example, a poem by Jullian of Framingham suggesting an "alphabet of colors":

I absolutely love colors,
I love the wild colors,
I love the calm colors, the sad colors,
I like cold colors,
I like warm colors,
I like plain colors too,
I wish that I were a color vine,
I like so many colors that I could do anything to colors,
Mix them, fix them, even trick them,
Oh my I love colors.

To the children, the poet in their classroom was another human being -- one who was interested in working with them so they could learn together how to express their innermost feelings. With this approach, these poet-teachers felt by and large they were often successful in leading the children close to the sources of art -- dreams, emotions, sense perceptions -- and in making them feel that these were of tantamount importance to the teacher as well as the student.

Mrs. Bielski reports that important by-products of the program were the children's budding feelings for the magic of language. They became interested in spelling and form because they wanted to improve their own creations, and began to see into the very human processes that lie behind those formidable subjects, "English" and "Literature".

Another important by-product of the program was the interest of teachers wanting to learn how to encourage children to write poetry, and the subsequent development of teacher workshops in most of the participating cities.

The poets worked with the children once a week for eight weeks, usually with the teacher present, and then held two sessions with teachers to explore their particular needs and interests. Most of the poet-teachers tried to get the classroom teachers as well as the children to write about their own experiences and feelings. Mr. Surman, a teacher in Peabody, said afterwards that the program, "gave the children another way of expressing themselves... The below average students did exceptionally well. All the students were pleased with what they had learned. It helped to increase their vocabulary... it opened up another avenue of communication."

Ten-week sessions start in October for the following school districts (listed with their poets): Brockton - Harold Bond; Cambridge - Paul Hannigan; Newton - Suzanne Rioff; Springfield - James Tate; Sharon - Nina Nyhart; Sudbury - Elizabeth McKim; Pittsfield - Gerald Hausman; Walpole - Helene Davis and Elizabeth McKim; Worcester - Jon Klimo; Fitchburg - E. O. Kean.

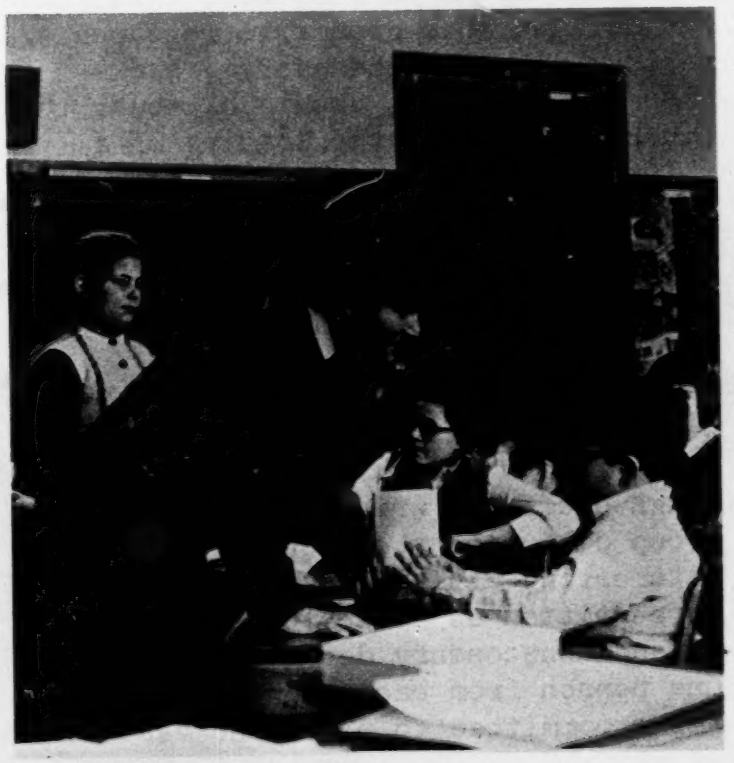
The basic plan of the program is for the poets to work with two classes in a school district. The poet will work with each class one hour per week for

ten weeks, totaling 20 workshops. For example, the poet could be in the fourth grade for one hour in the morning and in the sixth grade for one hour in the afternoon, either in the same or a different school one day a week.

However, the plan is adapted to each school system's particular needs. If a school prefers to have ten workshops with one class and ten teacher workshops, this could be a variation. If two workshops with the children plus one teacher workshop per week are desired, this can be arranged at a slight extra cost.

Applications are being accepted for the spring term, as well as the fall 1972 term. Arrangements can be made by contacting Louise Bielski, Coordinator, 11 Loring Street, Newton Centre 02159.

Date project operational: February 1971
No. of poets involved: 14
Approximate yearly cost: $1,000 for 20 workshops
Sources of funds: Massachusetts Council on Arts and Humanities contributes $250; National Endowment on the Arts contributes $500; local school system pays $250.
Dissemination materials available: Brochures



45. Individualized Program for English Skills

BOURNE JUNIOR HIGH SCHOOL, Cotuit Road, Bourne 02532
Superintendent: Clayton Campbell
Reported by: William Sullivan, UNLOCK
Information contact: Patricia Darling, Bourne High School, 75 Waterhouse Rd., Bourne 02532, 617-759-3521
Administrative contact: William Butler, 9 Arbutus Rd., Bourne 02532, 617-759-3171

Patricia Darling's method of teaching grammar on an individualized basis to her students at Bourne Junior High School is designed to eliminate boredom for students who quickly master such skills, while allowing enough practice time to students who need the drill of repeated exercises.

When a new grammar unit begins, students are pretested and Miss Darling uses test results to make up individual charts for each class member. Charts indicate specific skills each student needs to work on, and remain with other records in a folder.

Students are told how many class periods will be devoted to a given unit. On the basis of their charts, they select appropriate worksheets which are placed in clearly marked folders in class. When a worksheet is completed, the student corrects it from an answer sheet which is kept in a separate folder.

Miss Darling holds a general review and then gives another test, when scheduled unit time is over. During review the children are encouraged to enjoy and use their knowledge by playing the game FACTO, based on the Milton Bradley game, "Facts in Five". The game is flexible because it can accommodate from two students to the whole class, and can be used for any subject.

Students pick five "Class", "Category" and "Letter" cards at random; then all

set up game cards with the information and have a six-minute limit to fill in five examples for each class and category. (If a "Class" card picked is "Noun", and a "Category" is "Concrete" and the letters B, A, C, P, M are selected, a player must list one example of a concrete noun for each of the respective letters.)

During a unit, Miss Darling checks on student progress during class time by checking student folders after class. If a student has problems with either the overall work system or subject matter, she works with him or assigns him to a group run by a student leader. Students who are falling behind are free to work on materials during study periods or after school. Those students who complete a unit ahead of time can do homework or creative writing, play an educational game in the classroom, or volunteer to be a student leader.

Most students have done well learning grammar this way. But if a student is doing poorly at the close of a unit, Miss Darling notes his weak points on his chart, and he can continue to work on his own or in a special group. When he feels ready, he can take a retest.

Miss Darling feels the students really enjoy being on their own, and she has more time to give both individual attention and follow-up time to her classes.

Date project operational: 1970-1971 school year
No. of students involved: 102
Approximate yearly cost: None extra
Visiting policy: Anytime

46. Do-It-Yourself TV

WILLIAMS SCHOOL, Bushey Rd., Pittsfield 01201
Superintendent: Thomas Whalen
Reported by: Jurgen A. Thomas, Pittsfield Title III Director; Karen J. Tome, Teacher
Information and administrative contact: Charles Bordeau, Principal, 413-499-1234

Last autumn, twenty-five children at Williams Elementary School in Pittsfield wrote, produced and video-taped a play about Columbus called, A Voyage to India. Produced by Gymway Productions, a wholly-owned subsidiary of Mrs. Karen Tome's combined fourth and fifth grade class, the fifteen-minute production added a new dimension to the school's fall art show.

In addition to Mrs. Tome and her student teacher, Miss Rosalind Walsh from North Adams State College, the production involved Pittsfield's elementary art supervisor, two music teachers, the audio-visual department and a theater consultant. The project provided opportunities to integrate many curriculum elements. For example, Mrs. Tome's class spent two weeks writing descriptions of television scenes and constructing plot lines -- orally first, then in writing. Another unit covered adjectives, synonyms, homonyms, antonyms and how they are used to emphasize elements of a story. Students also learned how a play is written. The unit closed with the writing and presentation of skits by the students.

Another week was devoted to research into the voyage of Columbus. The class was divided into groups to research various parts of the story: background information about Columbus; the European port and the loading of a ship; good times and hard times aboard the ship; the landing in the new world, etc. The children selected the group they wanted to be in and kept notes on the information they obtained.

Actual writing of the play took three weeks. Each research group wrote a scene in its area of study. First a rough draft was written, then each group discussed the problem of writing interesting dialogue. Several drafts were written as scenes were sharpened up and unnecessary details trimmed out. One person from each group served on a joint committee to piece the various

scenes together, to assure continuity of the entire script and to check for continuity of characters and characterizations.

Once the script was prepared, production committees were formed. Jurgen A. Thomas, Director of Pittsfield's Title III program, the Berkshire Regional Educational Theater, helped to set up the shooting. One committee of students worked with him to translate the acting script into a shooting script so that each student would be able to film at least one scene. Every student also had a part in the play.

In addition to the "shooting script" committee, groups were formed to design and construct props, costumes and scenery with the assistance of the art teacher. The music teacher worked with the entire class on two appropriate songs. A mathematics committee struggled with the timing of scenes and added up the running time of the show. Language sessions were devoted to preparing a glossary of film terminology, playing improvisation games and working on body movement and voice modulation.

The actual shooting of the play was done on a Sony CY2100 video tape recorder using a Sony VCK 2400 camera and an Electrovoice microphone (taped to the end of a broomstick to make a mike boom). A 21-inch monitor was set up to allow students not acting in a certain scene to monitor the camera work as the shooting went on. The simplicity of the camera operation allowed the children to begin filming almost immediately. After watching other students, they very quickly caught on to operating the zoom lens and planning and tilting the camera.

The class had done a large mural of the highlights of Columbus' voyage including the titles and credits for the production. This was filmed first, with the class singing the title song in the background.

Most of the scenes were staged and filmed on the school stage. The final landing scene was done "on location" at the back end of the school yard.

Two mornings were devoted to the actual shooting. Each scene was put through several dry runs and then several retakes until everyone was happy with the final result. Using video tape allowed each scene to be replayed immediately to obtain critical reactions. By following the shooting script carefully, it was possible to put the production together sequentially, one scene at a time, without editing the tape later.

Many benefits accrued from the production of this TV show. Naturally the children learned a lot about Columbus and his times, but through dramatics they also came to know Columbus as a human being. The television project allowed for the exercise of a wide spectrum of abilities in drama writing, research, mathematics and reading. The project also unified a multi-age group of children early in the school year.

The use of the video tape in Mrs. Tome's opinion added a new and important dimension in motivation for her class. It allowed for greater flexibility in assigning tasks and provided an element of permanence to the result. The children had an opportunity to view the result of their efforts together more than once. The project also related their efforts to a medium that they already know well at home. A Voyage to India was widely played to parent and teacher groups in Pittsfield, to fellow schoolmates, and to education classes at nearby colleges.

Date project operational: Fall 1969
No. of students involved: 24
Approximate yearly cost: None extra
Dissemination materials available:
Video tape of project from Pittsfield Audio-Visual Department; article in the Massachusetts Teacher, January 1971

47. The Williston Summer Theatre

WILLISTON-NORTHAMPTON ACADEMY, Easthampton 01027
Headmaster: Phillips Stevens
Reported by: Ellis B. Baker, Director
Information and administrative contact: Ellis B. Baker, 413-527-1520

Williston-Northampton Academy, a college preparatory school for boys and girls, opens its doors to children of many ages, backgrounds, and abilities during its summer session. The six-week programs include full-year and review high school level courses; Project S.E.E.K., a program for black and white Easthampton and Springfield sixth-grade children (reported in Kaleidoscope 4); and the Summer Theatre and School of Dramatic Arts.

Open to all secondary school students and June 1972 graduates, the drama school and summer theatre's stated purpose is to give interested young people "an opportunity to discover and develop their talents in the theatre arts guided by careful training, high standards and the disciplines of public performance."

Eleven staff members head the Williston Summer Theatre, now preparing for its third season. Several members, including Director Ellis Baker, teach at Williston-Northampton during the winter; many others, offering a variety of professional experience, are graduate students and faculty members of New England colleges. Their course offerings include: acting, directing, setting, lighting and costume design, theatre history, dramatic literature and theory, playwriting, theatre management, techniques of cinematography and television.

Thirty students are selected for a performing company, and all areas of technical and theatre talent are needed -- singers, dancers and actors; directors, designers; stage carpenters and seamstresses; make-up artists; instrumentalists; and publicity people. Interviews and auditions are arranged when possible, but students are selected primarily by written applications, and by recommendations from school principals and instructors concerning charac-

ter and academic strength as well as theatrical interest and ability.

While productions feature the ablest company members in the cast, all students "crew" for performances and help design and prepare sets. A major goal of the program is to acquaint students with many different elements of theatre outside of their own special interest. The group produced three major works last summer, all of different periods (William Inge's Dark at the Top of the Stairs, Noel Coward's Blithe Spirit, and Henrik Ibsen's Hedda Gabler). A variety of small workshop productions allowed students to explore and experiment with new talents and interests.

Director Ellis Baker attributes the company's numerous and appreciative audiences to two basic things: a reputation for quality productions which has built the last two summers; and Williston-Northampton Academy's location in the Connecticut Valley, a five-college community receptive to such ventures.

Aside from physically sharing school facilities such as dormitories, the library, the dining hall and the gym, the Williston Summer Theatre operates as a separate program, sustaining itself financially on tuition fees, box office receipts, and other donated and earned income. Volunteer help from friends is also an essential part of the program.

Ellis Baker comments, "In a time when young people are too much adrift and readily criticized, the Williston Theatre is a place where young people are creative and committed. There are not in our country many opportunities like this one. Yet without such opportunities, far too many young talents go unnurtured and are early lost. But here, in workshop, classroom, and performance settings, students explore and discover themselves, one another, and their world -- and, guided by the art and creativity of others, they learn to create."

Date project operational: Summer 1970
No. of students/personnel involved: Personnel 11, students 30
Approximate yearly cost: $10,000
Sources of funds: $500 tuition fee for boarding students, $250 for day students; minimum box office receipts; donations
Dissemination materials available: Flyers, forms, etc.

48. The Music Board

BAKER SCHOOL, 205 Beverly Road, Brookline 02167
Superintendent: Robert I. Sperber
Reported by: Ursula C. Fechek, Originator
Information contact: Ursula C. Fechek, 617-734-1111 x395
Administrative contact: John D. Corley, Devotion School, 345 Harvard St., Brookline 02167, 617-734-1111

Electronic research in oscillators has come to the aid of music educators. A recently developed "Music Board" manufactured by the Beam Music Co. and selling for about $300, enables students to hear, see, and touch music in any single instant of instruction.

According to teacher Ursula Fechek, "There is not that time lapse in instruction while the teacher diagrams notation on a chalkboard, coordinates the sound of it with a piano or other instrument, and waits that long period while a student seeks out keys or fingerings to recreate the notation on other instruments. By the time instructor or pupils have managed to combine these sensory approaches illustrating some point, many otherwise curious young minds have wandered off to other thoughts."

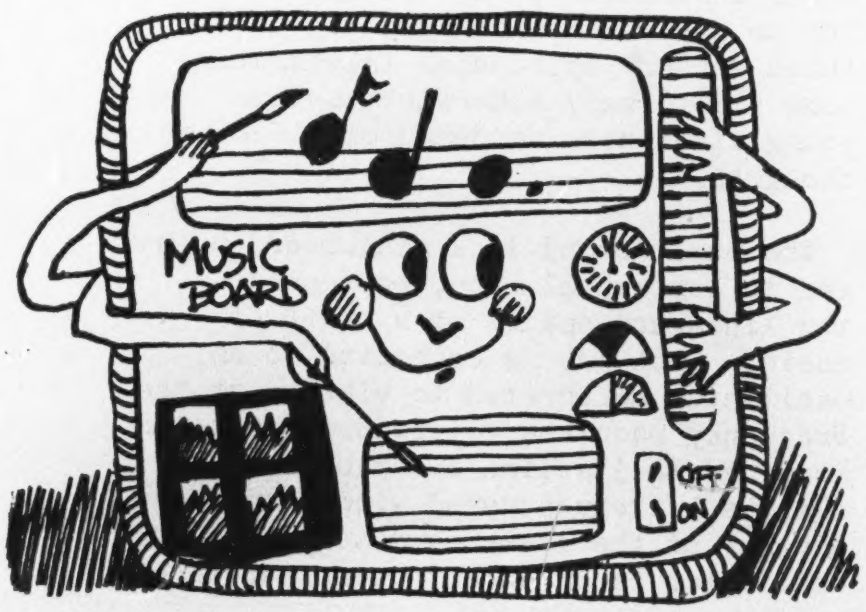
The music board is a chalkboard painted in horizontal bars, representing the lines and spaces of a staff of music. Each bar is connected to an oscillator calibrated to vibrate at the frequency required to produce the sound assigned to its line or space in that clef; a battery-powered wire touched to any bar of the chalkboard activates its oscillator to produce its own particu-

lar sound and drives it through speakers. Knobs for each line and space can be turned to raise the oscillators' frequencies to create sharps, or turned to lower rates and create flatted notes. A piano keyboard chart runs along the left vertical edge of the board, so that students may find the sound of any line or space on the piano.

Students and teachers in Brookline began experimenting with the music board's possibilities in the fall of 1970. Sixth graders at the Baker School used the board to set original poems to original melodies, by expanding and converting their recitation inflections of their poems into melodic inflections. Miss Fechek reports, "This project required eight hours of class time, so that each student was able to determine the sound of his melody by writing it, copying it on the music board, and sounding it out by touching each note. Some children enjoyed their first creations; others listened carefully and changed notation until they got melodies more pleasing to their poems and ears."

Further songwriting efforts explored musical form, cadence, phrasing, expression, and harmony.

Students tried chord building on the music board. They found primary triads easy to understand when they heard tone combinations and saw them at the same time. Major and minor triads were easily explained as students watched a knob flat a tone, and thereby change the tone color of a cluster pictured on the chalkboard. A student chorus quickly learned to make chords by associating the notes with their voices and with the sound combinations they made.



One of the primary classes has experimented with ear training in intervals, enabling the children to directly associate sound and note distances on the board. A group of summer kindergarten children quickly picked up the notion of ascending and descending pitches when scales were written and sounded on the equipment. Two second grade classes used the board in composing several songs for their operetta, "The Emperor and the Nightingale". The classes composed poems using two episodes from the play; they then counted syllables, recited lines, noted natural high inflections, and helped each other set his line of the poem into a melody.

The music board also helped eighth graders learn the difference in sound and appearance of tone clusters in "closed" score and "open" score composition. They learned how Debussy harmonized his whole tone melodies by creating impressionistic tone combinations unlike any of his predecessors, thus launching a new era in composition style.

The music board is available in either the treble clef alone or both the treble and bass clefs, increasing its usefulness in advanced music theory. Miss Fechek suggests that should programs develop wherein middle elementary children may eventually choose courses in music theory, ear training, harmony and continued composition studies, the "Music Board" holds even more promise for helping train performers as well as audiences through public school curricula."

Date project operational: 1970
No. of students/personnel involved: Personnel 1, students 600
Approximate cost: $300 for Music Board
Source of funds: School budget
Visiting policy: By appointment

49. Independent Study Units in French

BROOKLINE HIGH SCHOOL, 115 Greenough Street, Brookline 02146
Superintendent: Robert I. Sperber
Reported by: Paul G. Guenette, Director of Foreign Languages
Information contact: Carole Landry, French Instructor, 617-734-1111
Administrative contact: Paul G. Guenette, 617-734-1111

In an effort to make the study of French more relevant to today's student, and to prepare him for the freedom that will be his in college, Brookline High School has developed independent study units for students of fourth and fifth year French. Study packets were developed during a summer workshop outlining the different activities and expectations for each unit.

Each student packet contains a variety of endeavors to reinforce his individual study: questionnaires, word studies, compositions, art projects, language lab projects and slides. All activity is based on the reading of each unit. A separate teacher packet containing answers and suggestions was also prepared for each unit.

At the end of the first semester, the fourth and fifth year students are permitted to take mini-courses or to pursue independent study. Each student who opts for independent study previews the study packets and selects a number of units on topics of interest to him (Impressionism in Art, Sports and Leisure Time, Popular Song in France, the Chateau Country, etc.), which are completed within a designated amount of time.

Formal class structure ceases to exist. The teacher becomes a resource person, setting up a conference schedule with the student to advise him and keep tabs on his progress. Students are free to study wherever the materials they need are located -- the library, the language lab, etc.

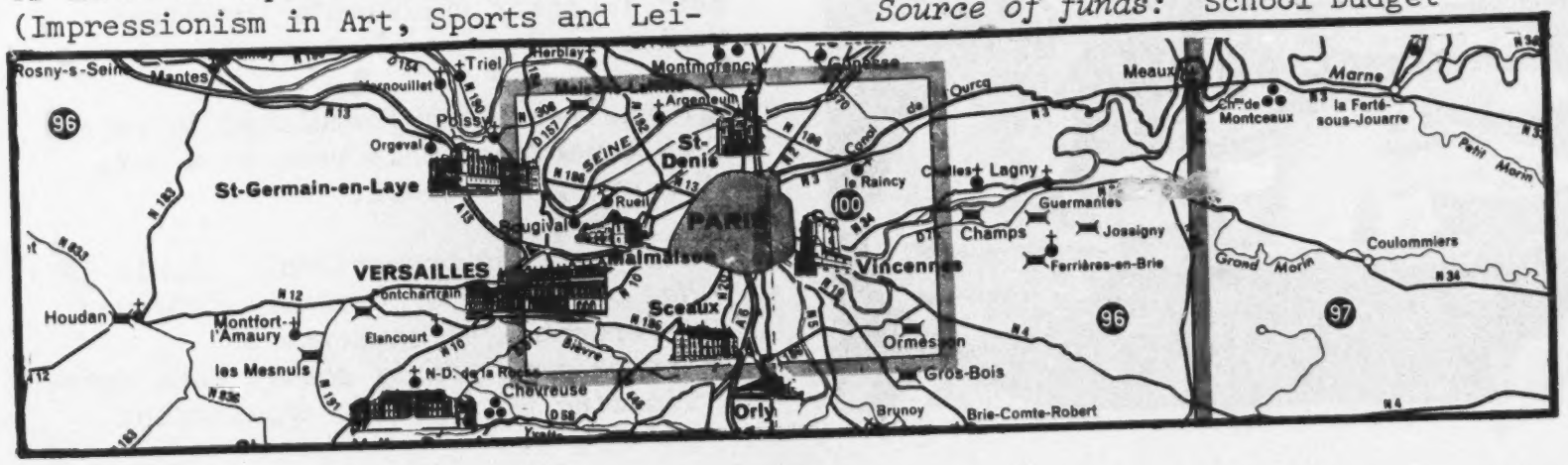
To no one's great surprise, the more capable students have been able to complete the units satisfactorily and have enjoyed the added freedom. Teachers also felt these students found more meaning in their study and have been encouraged to expand the idea further.

The less capable students (particularly the fourth year students) felt less comfortable with independent study. Therefore, the units are now limited to the fifth year and the more capable fourth year students.

This year the senior students returned to a formal class setting after each unit was completed so that oral reports or a panel presentation on a topic related to the unit could be given and students could react to it.

According to French Teacher Carole Landry, "We are still improving the units and are planning to produce new topics."

Date project operational: January 1971
No. of students involved: 300
Approximate cost: $1,000
Source of funds: School budget



H. Health/Physical Education

50. Breakfast Party at School

DELANEY ELEMENTARY SCHOOL, Wrentham 02093
Superintendent: Robert B. O'Connell
Reported by: Monya H. Geller, Department of Education
Information contact: Marjorie Hooper, R.N., 617-384-8102
Administrative contact: Donald Peirce, Principal, 617-384-2160

Through the combined efforts of teachers and the school nurse, first grade youngsters are becoming interested in choosing good foods to eat for breakfast.

Initially, the school nurse arranged classroom visits to discuss the importance of eating a complete breakfast, and encouraged students to talk about the kinds of food they normally eat in the morning. Good health habits, such as adequate sleep, washing, care of teeth, were also included in the discussions. School nurse Mrs. Hooper stressed the importance of allowing enough time to take care of these necessities in order to allow for a leisurely breakfast.

After the children discussed what they ate, a good breakfast pattern emerged, and a Breakfast Party at school was planned around it. The menu that the classes chose consisted of orange juice, scrambled eggs, toast with butter and jelly, and milk -- one food from each of the four basic food groups.

The day before the party, each class made butter to be used on the toast at the party meal. Teachers brought in electric fry plans and toasters. Each child made a placemat, and had an opportunity to help in setting the table, stirring the eggs as they cooked, and preparing buttered toast. Motor skills were exercised; youngsters had the opportunity to function as a team; good table manners and sociability of sharing a meal were part of the happening.

Invitations were extended to the principal and his assistant. They came as most welcome guests of over sixty first grade pupils and enjoyed the party, too.

The party was held in the school cafetorium. After breakfast was over, each child was assigned part of the cleanup operation. This part of the team effort was as successful as the planning, preparation and eating.

Teachers feel that both food and health habits improved after students had this experience. Parents in the community were pleased with the improvement in their children's breakfast habits.

Plans are being formulated to repeat this experience this year on a more than one grade level.

Date project operational: April 1971
No. of students/personnel involved: Personnel 4, students 65
Approximate yearly cost: None extra
Visiting policy: By appointment

51. CHEC and Parents Anonymous

CHECLINE, 800 Amostown Road, West Springfield 01089
Reported by: Joan Schuman and Stu Fuller, Department of Education
Information and administrative contact: James Masciarelli, Executive Director, 413-737-4718

In 1970 several local clergymen and parents suggested at town meeting that West Springfield set up a community Health Education Commission and hire a program coordinator. Citizens accepted the idea and approved money for a town-wide program to deal with problems of drug and alcohol abuse.

The commission includes members from the entire community: the school psychologist, Health and Physical Education Director, and the high school's vice principal, a physician, two local clergymen, a juvenile police officer, the YMCA's youth director, and an equal number of students. The Commission members advise and offer individual services to the CHEC coordinator and his volunteer staff.

"Parents Anonymous" is one of the many programs that have evolved since CHEC began operating. Coordinator Jim Masciarelli was familiar with several drug counseling programs for parents run by hospital clinics across the nation, and detected the need for a similar program in West Springfield. So Parents Anonymous, an educational and mutual support group for parents of drug users and troubled adolescents, was formed in March of 1971. Parents began meeting every Monday night at the local YMCA. Meetings were open to all adults, and lasted for several hours.

About eight to twenty adults attended the first meetings. Some came on the advice of church, school or private counselors; others simply heard about the group. Several parents from nearby Westfield joined Parents Anonymous at the suggestion of Reverend Jeff Robbins, one of the group "facilitators" and leaders.

The group soon developed its own particular characteristics and policies. Parents decided that they preferred to meet outside the center of town because they felt less vulnerable; so they moved their meetings from the centrally located YMCA to the privacy of a room in the Methodist church on the outskirts of town.

The first several meetings of Parents Anonymous included speakers and films to stimulate discussion as well as some role-playing sessions and experience sharing discussions. Students joined the group only for special sessions (for role-playing or interviews) since parents tended to "clam up" in their presence. It soon became quite clear that group members all had different needs and interests; some wished to get involved in regular group counseling sessions; others were interested in a bit of information and attended six or seven meetings; while a third group were merely curious and came to two or three meetings. Naturally the group trust level remained low, and parents were not as willing to offer personal testimonials to the group as they might have been. The staff remedied this in part by developing a 15-minute educational module at the beginning of each session. This might be a film, a conversation with a former addict, a psychologist, etc. Coffee was then served so that parents might begin talking with each other. Those adults who had come primarily for information could then leave before group counseling and support sessions started.

This fall's Parents Anonymous group is even more carefully controlled by a screening process; CHEC coordinator Jim Masciarelli and his staff interview parents to eliminate those who are merely curious, as well as those who need more thorough private counseling. Meetings are now held on Wednesday nights.

In addition to Parents Anonymous, the CHEC staff mans a hotline, and provides private counseling and referral, speak-

ers, films and tapes for community groups, a Teen Speakers' Bureau for peer-group discussions, and several publications describing services and materials available in the area. Approximately 30 volunteers (mostly college students but some as young as 15 years old) carry out these tasks under the direction of the coordinator.

The CHEC program is well-integrated with the public school system. Coordinator Jim Masciarelli consulted with a school-appointed curriculum committee and helped develop an interdisciplinary health education curriculum from grades 3-12; the committee looked at programs from all over the nation and took what they felt were the best parts of all the materials. CHEC enters the school with a lecture series, and rap sessions for the older students. After the first session, teachers were allowed to leave the CHEC group leader in charge of their classes indicating the high degree of trust the school has in the program.

Mr. Masciarelli feels that a semi-public, semi-private organization such as CHEC can combine the advantages of both worlds, provided that you may count on a cooperative Board of Selectmen, school system and citizenry.

Date project operational: March 1971
No. of parents involved: 8-20 per meeting
Approximate yearly cost: $17,500
Source of funds: Town appropriation

52. Drug Counseling Program

FRAMINGHAM SOUTH HIGH SCHOOL, Flagg Drive, Framingham 01701
FRAMINGHAM NORTH HIGH SCHOOL, A Street, Framingham 01701
Superintendent: Albert A. Benson, Jr.
Reported by: George P. King, Director
Information contacts: David Flynn, Counselor, North High, 617-877-5101; Jacqueline Diggs, Counselor, South High, 617-875-6131
Administrative contact: George P. King, Associate Superintendent, 49 Lexington St., Framingham

Framingham's drug education program has developed over several years into a multi-phased teaching and counseling service for the community -- students, parents and teachers.

When the need for some form of drug education arose in 1967, a series of mini-courses was made available in the two high schools during students' study periods. The courses afforded the students information as well as a chance to discuss the many aspects of drug use and abuse. During this time, a new need became evident -- the need for a drug counseling service for students where they might establish confidence, air their problems and aim toward solutions. Thus, the Framingham program was born.

Under the direction of Associate Superintendent George P. King, and the building principals, a full-time teacher-counselor was appointed to each high school with the sole responsibility of dealing with drug and drug-related programs. A support staff was organized which included the District Medical Examiner, the staff at the Framingham Union Hospital, the juvenile divisions of both the local police and courts, residential treatment centers, the Framingham Drug Commission and school medical and counseling staffs. Through the full-time counselors and the supportive group, the program took on three phases.

The first phase takes place within the high schools themselves. The counselors have their offices in the school medical suites and operate under an "open door" policy. Any student is welcome to discuss his or her particular problem or situation in a confidential atmosphere.

Obviously, counseling takes place with the understanding that the student wishes to help himself. The goal of the counseling is to bring the student to a realization of his situation and

responsibilities and to involve the parents, if possible. If the latter happens, the counselor will, at the request of the student, be present to give moral support and advice to both sides.

The counselor also presents a ten-day seminar on drugs for all freshmen. This is accomplished in science or English classes, where the counselor presents information, discusses his role, and informally "raps" with students about values and attitudes.

The counseling service in the high schools extends beyond the drug area. During its first year of existence, a variety of problems were brought up in the counselor's office. The "open door" policy brought in students with problems concerning pregnancy, venereal disease, home situations and others. Again, the atmosphere of confidence allowed the student to ask for help.

In the elementary and junior high programs, the services of the science resource teachers are utilized. The resource personnel deal primarily with attitudes on the elementary level and begin to expand toward an informational level in the junior high school.

The second phase of Framingham's Drug Counseling program involved the school staff. Two three-credit courses were offered, one to the elementary teachers and one to the secondary group. The fifteen-week courses involved speakers from various social agencies, the police, residential treatment centers and the medical profession. Originally intended to be small group seminars, the courses were expanded to include over 150 staff members because of the strong response. Course participants were required to write a short paper dealing with one of four topics: "School Drug Policy"; "Drug Seminar for Grades 9, 10, 11, 12"; "Drug Seminar for Grades 7, 8"; "A Parent's Guide to Drugs."

The third phase of the program included the community. To educate the community, the school system set up an extensive speaking program in the fall of 1969. Its speaking task force included the associate superintendent and school counselors, doctors, lawyers, clergy and law enforcement personnel. They spoke to sixty different groups, including all the Framingham PTA's, church groups, etc. Speakers proved to be very effective, and other communities began using the service. A separate series of seven informational meetings attracted about 500 community people two years in a row.

The present school counselors, Jacqueline Diggs and David Flynn, see the Framingham program as ongoing and expanding. Curricula are constantly being revised, and the concept of the "open door" policy is being expanded. The school staff feels that the personal, medical approach is a quietly effective method of dealing with the problems of youth, and that the community and home must work with the schools in an attempt to resolve these problems.

Date project operational: Fall 1967
No. of students involved: 4,000
Approximate yearly cost: Salaries for two full-time counselors, plus $1,000 for materials
Source of funds: Local school budgets
Dissemination materials available: Pamphlets, etc.
Visiting policy: Come any time!

53. Two Towns Set Up a Drug Program

WESTWOOD PUBLIC SCHOOLS, Westwood 02090
DEDHAM PUBLIC SCHOOLS, Dedham 02026
Superintendents: John F. Tobin, Westwood; Harry McKay, Dedham
Reported by: Russell Downes, Chairman of joint project
Information contacts: Russell Downes (Westwood), 617-326-7500 x55; Edward Kelly (Dedham), 617-326-5622
Administrative contacts: C. Louis Cedrone, 660 High St., Westwood, 617-326-7500 x49; Harry McKay, Whiting Ave., Dedham, 617-326-5622

In November 1969, the tragic death of a fifth grader from sniffing glue was the catalyst which spurred the Westwood Drug Committee into some quick action. The group attended a number of workshops sponsored by the Department of Education, the District Attorney's Office, and Mayor White's Boston program. The following March, they administered a youth survey to a random sampling of Westwood students of junior and senior high school age. Adult opinions and knowledge of drugs were also surveyed.

The 328 students who replied (anonymously) displayed considerable confusion and lack of knowledge about many of the commonly abused drugs and their effects. The frequency of drug abuse ranged from about five percent of the seventh graders to almost a quarter of the seniors, with marijuana the most commonly used drug.

The survey showed that dissatisfaction with school, family situations or other aspects of their environment were related to the students' use of drugs. Those taking the survey felt that Westwood's problems with drugs and the proportion of young people using drugs were no different than those of other communities around the world.

To attack this problem, the Westwood Drug Committee set up a month-long summer curriculum project for five teachers who would develop curriculum materials and later serve as resource people at the various schools. The school department of the nearby town of Dedham learned about the curriculum project and asked if some of its teachers might also be included. Two Dedham teachers came, and expenses for the project were prorated.

The drug curriculum which the Westwood and Dedham teachers took back to their schools touches students from kindergarten through 12th grade. The programs developed for the two towns are quite similar. At the elementary level, drug education is incorporated into health-related units within the existing science curriculum. Historical facts and information are also included in the social studies curriculum, and verbal and written reports on health are developed within the language arts area.

Fourth graders concentrate on the area of smoking, fifth graders on alcoholism and sixth graders on the area of drugs. In junior high, a comprehensive program begins which deals with the student's personality, his social behavior and his environment in general. Again, the material is incorporated into existing curriculum areas in Grade 7. Eleven Westwood eighth grade boys and girls have a required health education class once a week in which common drug problems are explored and discussed. The Dedham Junior High's health program is administered by the Guidance Department.

In grades 9-12, the drug education material is included in science, social studies, English and home economics. Voluntary rap sessions are provided for juniors and seniors during their study periods.

At the inception of the program, a series of six workshops was held in Westwood for both Westwood and Dedham teachers. In-service training sessions are continuing in Westwood for all new teachers, and Dedham and Westwood will keep each other informed of progress. Drug Committee members are available to both towns as resource teachers, discussion leaders, etc.

The Dedham and Westwood schools are now making use of a team of five specialists from the Drug Education Center of the Norfolk County District Attorney's Office who make six visits to the schools and work in each classroom at the 4th, 5th, 6th, 7th, and 8th grade levels. An attitudinal approach is stressed, and the team starts out by meeting with parents and teachers to tell them what they are going to tell the students.

Westwood has established the position of Drug Education Coordinator (held by

the Chairman of the Department of Health and Physical Education). Social studies and psychology classes visit rehabilitation centers and houses of correction to see the implications of drug abuse. A list of resource persons who will serve as classroom speakers or discussion leaders is available to teachers, as are audio-visual and printed materials on drug abuse.

Administrative policies and procedures for handling known or suspected drug users within the school have been formulated. These emphasize referral to medical and community service agencies with legal action only as a final resort. Westwood Drug Education Coordinator Russell Downes praises the cooperation the school department has received from the local police department in this regard.

The Westwood schools, with the assistance of the Community Health Council, have also established an adult education program which focuses on the information needs of the parents.

Date project operational: 1970
No. of students/personnel involved: Personnel 17, students 107
Approximate cost: Westwood $6,000 (personnel $3,500, materials $2,500); Dedham $2,000 (personnel $1,400, materials $600)
Source of funds: School budgets
Dissemination materials available: Three curriculum guides (K-6, 7-8, 9-12)
Visiting policy: By appointment

54. Movement Exploration

BROOKS SCHOOL, 17 Wood St., Concord 01742
Headmistress: Mrs. William O. Travers
Reported by: Marilyn Abbott, Physical Education Instructor
Information contact: Marilyn Abbott, 617-369-4455
Administrative contact: Mrs. Richard Bennett, 617-369-4455

"I thought I'd never teach physical education anywhere but at the secondary level, but teaching primary children -- and even three and four-year-olds -- can be interesting and exciting!" So says Mrs. Marilyn Abbott, who teaches physical education to 200 children in nursery school, kindergarten and grades 1 through 3 at a small independent school in Concord.

What has made the difference for Mrs. Abbott is her use of a relatively new approach to physical education known as "movement exploration." The emphasis is on getting the children to use their bodies with enjoyment and gusto -- to make all movement experiences enjoyable, with the least amount of frustration.

Mrs. Abbott is always encouraging her students to see how many different ways they can walk, or run, or jump or use apparatus such as hula hoops, balls and jump ropes. No child is ever made to feel he has to do all the things that the other children do. No one is

ever criticized for not being able to do something. In fact, the atmosphere in Mrs. Abbott's classes is such that when a child tries to do something and he can't, he usually just thinks it's silly and laughs.

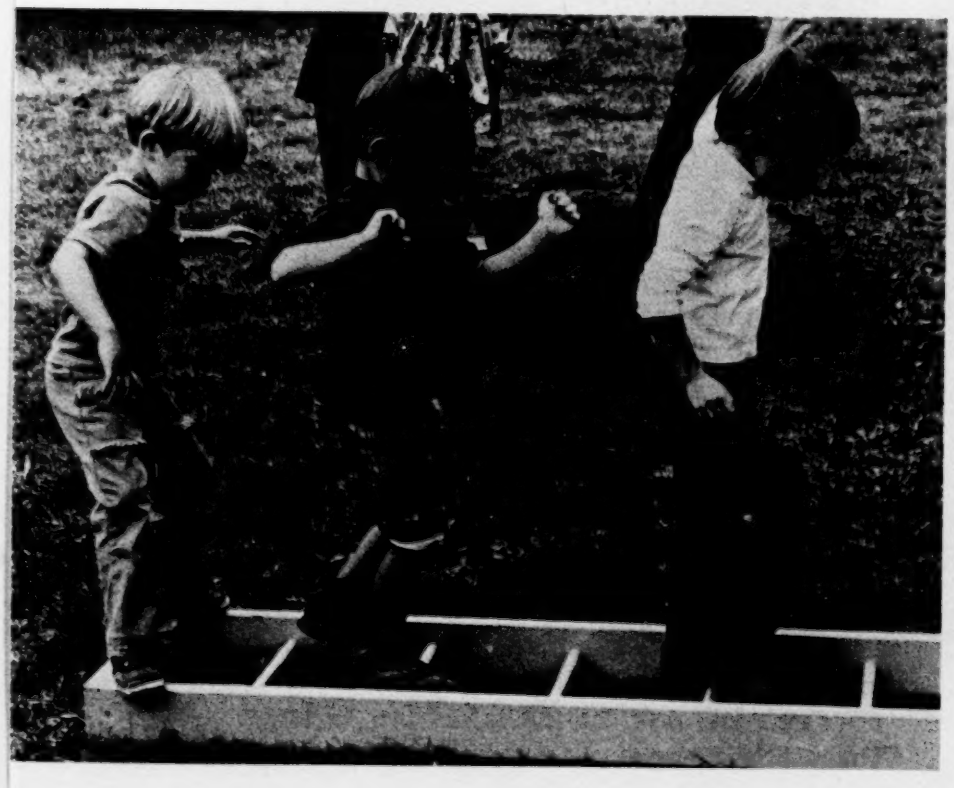
"Children love to try new things," Mrs. Abbott explains, "and they have to start thinking while they're young that movement is fun, rather than getting involved in a lot of frustrating competive games. There's nothing wrong with games, but before the children get to that point, they have to start with movement. I like to keep everyone doing something in my classes -- I don't like to see children standing around waiting to use some apparatus or to take a turn doing something."

What do the children do in Mrs. Abbott's classes? During the warm weather, classes are held outside. Often she will set up "stations" in various areas of the playing field with so many balls at one, so many hoops at another, long jump ropes at another, and even a pile of tires or traffic cones at another.

The stations are each given a number and the children divided into small groups -- one group at each station. Mrs. Abbott blows a whistle and the children all start doing whatever they want to do with the apparatus at their station. (The only restriction is don't kick the ball into the yard next door.) In two or three minutes, she blows the whistle twice -- the signal for the students to put the equipment back into a pile and move on to the next station. If she sees that some students are "hung up" at a particular station and can't seem to find much to do, she may signal them to go on sooner.

Sometimes at the beginning of a class period, Mrs. Abbott will ask the children to choose one piece of equipment they would all like to use that day. A favorite choice is the hula hoops, which Mrs. Abbott feels is one of the least expensive and best items for a physical education class of this sort.

You can lay a hula hoop on the ground and jump in and out of it, frontwards, backwards, sideways, on one foot. You can leap over it, make a bridge with it. You can arrange hula hoops on the ground in patterns for games like musical chairs. Hula hoops can also be twirled around waists, necks, arms and legs. They can be rolled along the ground, using foot-long dowels as pushers. Whenever a student in one of Mrs. Abbott's classes comes up with still



another way to use a hoop or some other apparatus, the idea is shared with the whole class. If a student can't do something he sees someone else doing, he's encouraged to ask the other student to show him how, rather than asking Mrs. Abbott to help him.

When the cold weather comes, the classes must be moved inside to a small temporary gym which measures only 40 by 40 feet. Since class size ranges from 18 to 35 students, activities are rather restricted by space. But much is done. The room is equipped with tumbling mats and a portable "gymster" which includes two balance beams, a ladder, a slide, hoop and wand, a see-saw adapter and five metal bases in three heights.

At first when the students are inside, Mrs. Abbott uses rhythms to get them used to doing things with music. There is special music for bouncing balls, jumping, galloping, walking.

Again, the emphasis is on each student "doing his own thing" -- nothing is done in unison. The children are encouraged to listen for the beat and decide when to jump, or hop, or run; sometimes they're asked to think of themselves as puppets, clowns. The object is to give the children ideas and points of reference, rather than telling them where to put their hands or their feet.

Mrs. Abbott uses the indoor equipment in much the same way as she does the outdoor apparatus, setting up various pieces of it in various parts of the room and having students move from one piece to another, usually to music. Sometimes she uses the equipment for structured activities; at other times the emphasis is on having students find new ways to do things on it.

Mrs. Abbott finds that the younger students often copy each other, while the older children are more inclined to branch out on their own. When a student can't do one thing, he's encouraged to do something else instead. "They'll do it when they're ready to if you take the pressure off," she says. "Offer challenges, but don't push."

Date project operational: 1966
No. of students/personnel involved: Personnel 1, students 200
Approximate yearly cost: None extra
Visiting policy: Call for appointment

55. Physical Education Takes to the Woods

CENTER SCHOOL, Stow 01775
Superintendent: Frederic Lawton
Reported by: Betty Comey, Physical Education Teacher
Information contact: Betty Comey, 617-897-8492
Administrative contact: Joseph Valianti, Building Coordinator, 617-897-8492

To Mrs. Betty Comey, there's a lot more to physical education than muscle building, team sports and organized games. She hopes that her classes in the Stow elementary schools will give students a positive attitude toward lifetime recreational activities, including those which involve enjoying nature and the out-of-doors. This is why it is not unusual for the third graders to spend their "gym period" going on a nature walk, now and then.

Last year Building Coordinator Joseph Valianti, and Mrs. Comey wondered how it would be to take the entire fourth grade classes (97 boys and girls) on an overnight camping trip as part of their physical education program. They called in a group of parents to test the idea and got a very positive reaction. These parents agreed to contact all other fourth grade parents to see if they were willing for their children to participate and to ask for volunteers to help with the program. Only one student's parent said "No" and so many parents offered to help there were 20 parent volunteers they couldn't use!

On a Thursday afternoon, school busses took the students to a nearby

Girl Scout Camp which the school department had rented for a modest fee. (Since they were camping on a week night, there was no trouble reserving a time.) The camp had its own tents -- the students had only to bring sleeping bags and each student paid $1 to help with the cost of food and transportation.

Mr. Valianti and Mrs. Comey said the cooperation they received from the Girl Scouts, the school department, and the parents was "fabulous." Working with a committee of parents, Mr. Valianti and Mrs. Comey planned the outing. The food was purchased by the cafeteria staff (who also baked some homemade French bread for the campers as a surprise -- to go with their spaghetti).

Each classroom of fourth graders comprised a unit at the camp and did its own cooking, with adult supervision. Students brought a paper bag supper for Thursday night, then cooked their own breakfast and lunch on Friday, before being brought back to school Friday afternoon.

A staff of about twenty stayed overnight at the camp -- each unit had at least one teacher and three or four parents. During the day, other parents came to help students with art and nature projects. Fishing was a most popular activity. There were ball games, hikes through the woods, ghost stories and songs around the campfires, and quiet moments by the pond watching fish darting after the crumbs of left-over donuts. The trip also gave the students, the teachers and the parents a chance to live together briefly and get to know each other in a non-school setting, and helped to expand the students' idea of what physical education might be.

Comments from students ranged from "What a blast!", "Hey, I see a lady slipper", "I'll help..." and "Please, can we go again?" There were parents who claimed they "had more fun than the kids", and asked to be called for the "next time."

Although many of the children had never camped before and some parents doubted that their child would "make it through the night," there were no problems at all. The sense of security afforded by doing this activity with their classmates and teachers overcame their apprehensions of night away from home.

This year the program will be expanded. Third graders will go for a day trip and will probably do some outdoor cooking in preparation for their overnight trip when they are in the fourth grade. As for the fourth graders -- this year, Mrs. Comey and Mr. Valianti will repeat the trip as done last year, or possibly try taking them in smaller groups (two classes at a time) and spend two nights camping.

Date project operational: May 1970
No. of students/personnel involved: Personnel 40, students 97
Approximate yearly cost: $145
Source of funds: School budget and students fee of $1 for food

I. Vocational Education

56. Theater Apprentice Program

TECHNICAL HIGH SCHOOL, 53 Elliot Street, Springfield 01105
Superintendent: John E. Deady
Reported by: Frank R. Thornton and Cornelius Hannigan

Information contact: Waldo R. Goodermote, Instructor, Central Office, Springfield Public School System, 195 State St., Springfield 01103, 413-733-2132
Administrative contact: Charles W. Powers, Principal, 413-737-1193

Drama teacher Waldo R. Goodermote advocates a disciplined, hard-core theater program that will present learning challenges to his students. Before the curtain goes up on a Technical High School production, would-be thespians have unique opportunities for training in the elective Theater Apprentice Program (a 10-credit course). Thanks to Mr. Goodermote's efforts, drama students at Tech participate in an unusual cooperative arrangement with both the professional theatre world and neighboring Classical High School.

For more than three years, directors, actors, and technicians from "Stage West", West Springfield's resident professional theatre group, have come to Tech to teach, participate, and observe a wide range of theatre activities. In turn, drama students, as part of their formal program, have worked as apprentices eight to ten hours a week at Stage West on actual production problems such as lighting, props and make-up. Stage West has provided them with a written study guide for preparing productions, and students on released time can attend performances of Stage West productions.

Tech's collaboration with Classical High School, now in its third year, extends the availability of professional resources to more students, and equally important, extends the community of learners and the opportunities for stage experience. The theatre departments of both schools have an "open enrollment" policy, and a "shared stage" arrangement which permits both schools to interchange students for casting and technical crews. This year they will collaborate in a fall production of "You Can't Take It With You" -- plus a spring musical.

Drama students at Tech have gained a first-hand knowledge of the demands of the professional theatre world, as well as an enriched learning experience. The increased scope and professional quality of their program offers encouragement for both professional development and creativity. A class from Tech High has appeared on local TV, presenting exercises in stage techniques and improvisation. One student, on the basis of his performance in a one-act play last year, was cast in a feature role of ANTA's May production of "The Little Foxes". Another student contributed original words and music for Tech's production of "Spoon River Anthology."

The Theatre Apprenticeship Program has the unqualified support of Tech's Principal, Charles W. Powers, and School Superintendent, John Deady. It has received much notice and commendation from local media, not only for the quality of student performances, but for Mr. Goodermote's creativity and dedication to teaching his students that theatre is an art.

Date project operational: 1968
No. of students involved: Approx. 50 (yearly)
Approximate yearly cost: Minimal
Source of funds: Admission to plays

57. Students Build a House

TANTASQUA REGIONAL VOCATIONAL HIGH SCHOOL, Brookfield Rd., Sturbridge 01566
Superintendent: Roland Wilson
Reported by: Roger Charette, UNLOCK
Information contact: John R. Russo, Vocational Director, 617-347-3045
Administrative contact: Roland Wilson, Main St., Sturbridge 01566, 617-347-3077

Carpentry students from the Tantasqua Regional Vocational High School have been building a house each year since September 1967. The houses have six to eight rooms with one or two baths. Garage, breezeway or fireplace are optional. The owners make arrangements for the foundation, utilities, and painting, but all carpentry work is done during the school year by students in the carpentry course. The owners supply all materials.

Since there is no charge for the students' or teachers' labor, the successful applicant makes substantial savings and the project provides invaluable practical experience for the students. Eleventh and twelfth graders alternate one week in class and one week on site. The school also has a letter of approval from the Carpentry Union, Worcester County, allowing students to build one house in a school year.

John R. Russo, Vocational Director, notes that the program is well received by local people. The Tantasqua Regional Vocational High School also has cooperative arrangements in many trades with local industry. The work-study program allows seniors, in the last half of a school year, to work alternate weeks in industry. This gives them additional practical experience along with a knowledge of industry.

Date project operational: September 1967
No. of students involved: 13
Approximate yearly cost: None extra
Visiting policy: Contact John Russo

58. Annual Business Reports by H.S. Seniors

ESSEX AGRICULTURAL AND TECHNICAL SCHOOL, Maple Street, Hathorne 01937
Director: James Gallant
Reported by: Sophie Hollander, Department of Education
Information contact: Karen Kelly, 617-774-0050
Administrative contact: Ray F. Potter, 617-774-0050

In her first year of teaching at Essex, English teacher Karen Kelly decided that her high school seniors weren't going to be terribly interested in Beowolf and other classics traditionally offered to twelfth graders. Essex Agricultural School is not a comprehensive or college preparatory school; in fact, explains Miss Kelly, it is not really an "agricultural" school, for only about 10% of the student body actually plan to cultivate and manage farms. Most of the students will seek "middle management" positions in areas of distributive services, natural resources, animal science, and horticultural and floral industries.

While poking around for materials to use in some kind of business communications course which might be more interesting and useful to the boys, Miss Kelly discovered that the Boston Globe receives many annual reports from business firms every year, and is willing to give away spare copies of these reports. Using several texts as guides, and supplementing them with the annual reports, Miss Kelly drew together a three-part course in business communications and technical writing.

During one semester, the seniors study basic business forms which they will later use, such as social security and job applications, and income tax withholding statements; they review various parts and forms of the business letter, including organization, layout and design; and they discuss technical writing. Several other depart-

ments coordinated their curriculum to cover similar material at the same time. Public relations staffers from several industries were happy to visit the classes.

Principles and rules acquired concrete definition as students pored over the annual reports obtained from the Boston Globe, and then -- individually or in twos and threes -- compiled their own reports of fictional companies. They picked out their own industries; choices varied from a circus company to a horse breeding farm and a scrap metal company.

Students worked primarily in class, as after-school jobs limited homework time. After several weeks of work, lively sessions were held by student "personnel boards" reviewing rough drafts of fellow students' reports. Sessions were designed to encourage final "polishing" and critical thinking. Many borrowed Miss Kelly's typewriter for the laborious job of typing up the final copy.

Reports had to include certain items: a general introduction and staff resumes, three kinds of business correspondence, three advertising graphics with copy, financial and progress reports, interviews with staff members, and a conclusion. The boys had a great time picturing themselves as presidents of companies, with their friends on the board of directors; most used magazine photos for graphics, while a few took their own photos; one made a one-minute film instead, and one used some decals donated by his current boss, who had become quite interested in the project.

Everyone was pleased with the results; students were so proud of their reports, in fact, that they asked Miss Kelly not to mark them up with comments and corrections; she had to resort to footnotes on separate pieces of paper!

Date project operational: September 1970
No. of students/personnel involved: Personnel 1, students 50
Approximate yearly cost: None extra. (Annual reports free from Boston Globe.)

59. Student-Constructed Reading Lab

SMITH VOCATIONAL HIGH SCHOOL, 80 Locust Street, Northampton 01060
Director: B. Stanley Dowgert
Reported by: Harriette M. Enoch, Reading Teacher
Information contact: Harriette M. Enoch, 413-584-5759
Administrative contact: C. Bradley McGrath, Asst. Director, 413-584-5759

What makes the reading laboratory at the Smith Vocational High School different and almost unique? Here is the answer: instead of employing a commercial firm to plan and execute the project, the administration arranged to have an old classroom transformed into an attractive and efficient reading laboratory, with the students themselves planning and performing the actual work.

The building chosen for the laboratory was constructed in 1905; many changes were needed to create a modern background for the instruction about to be introduced. First, the reading teacher talked to key personnel throughout the school, including the heads of the various shop departments. With their professional advice and under their skillful supervision, the boys were able to do nearly all of the work required to create the laboratory.

Boys from the Carpentry Department removed blackboards to make room for a wall of bookshelves which they later designed and built. Then they constructed six movable reading carrels which were provided with lights and

electrical outlets by the boys in the Electrical Department. These students also installed outlets at many strategic spots around the room.

After many different color combinations had been considered, the entire room, including the built-in bookcases, was painted by students from the Paint Department. These boys also provided bright colors for the metal bookends, which had been fashioned in the Metal Fabrication Department.

As furniture and equipment began to arrive, boys in the Carpentry Department, following directions furnished by the suppliers, assembled tables, chairs, and a wall screen. Still under construction in the shop are a large wall cabinet to hold machines and materials, a bulletin board, holders for pupil folders, a magazine rack, and a low round table for use in the leisure reading area.

The girls in the Home Economics Department designed and worked on colorful draperies for the five large windows. Just about the only task impossible for these students was the weaving of a carpet for the laboratory; the boys and girls did help select the texture and color which was used.

As a result of this student participation, the Smith School student body can point with pride to their reading laboratory -- the one they constructed.

Date project operational: 1971
No. of students involved: 84
Source of funds: P.L. 90-576 and local funds
Approximate cost: $500 for materials

60. Simulated Job Site Serves Retardees

LOWELL JOB PREPARATION CENTER, LOWELL PUBLIC SCHOOLS, Lowell 01852
Superintendent: Wayne Peters
Reported by: Sophie Hollander, Department of Education
Information contact: James Demos, Project Director, 617-459-0208
Administrative contact: G. Douglas Sullivan, City Hall, Rock and Willie Sts., Lowell, 617-459-2333

In a simulated supermarket, 61 mentally retarded students, slow learners, and other disadvantaged students, 15-19 years of age, are gaining work experience that should enable them to live productive lives. The Lowell Job Preparation Center provides a setting of buying, selling, communicating in which students can develop concentration, responsibility, personal adjustment to a job, and the ability to get along with others.

Since the center's opening, four of the students previously classified as low-trainable-educable have already been successfully placed on jobs. James A. Demos, Project Director, says, "Their attendance record has been excellent. They've shown they can be steady and dependable." One boy, placed after two months of orientation at the center, is now working in the kitchen at a hospital; another, after six months, was placed at a local print shop. Two girls, after eight months at the center, were hired as staplers by a shoe manufacturing plant.

The simulated supermarket was given many of its goods and pieces of equipment by Purity Supreme Markets and the New England Dairy Council. Academic instructors concentrate on reading and math, communication skills, use of money and cash register, price tagging and taking inventory. As part of a consumer education program, personal shopping habits, decision-making and budgeting were also introduced. Students learn meat and produce wrapping techniques and engage in general maintenance services.

Planned with local businessmen and service agencies like the Massachusetts Rehabilitation Commission, Mental Health Department, Model Cities, and the Division of Occupational Education, the center has a staff that includes a clinical and a school psychologist.

Frank X. Cronin, one of the two placement counselors, viewed the supermarket training as an excellent means of determining the pupil's adaptability. Supervision on the job with the student is continual, and a periodic check is made to help him with any difficulties. Part of Mr. Cronin's job, as he sees it, is to educate local employers on the feasibility of hiring those students whose skills are both transferable and marketable.

Date project operational: September 1970
No. of students/personnel involved: Personnel 11, students 61
Approximate yearly cost: $32,000
Sources of funds: Department of Education Disadvantaged and Handicapped Allotments, and city School Department and Special Education Department funds
Visiting policy: By appointment

61. Career Exploration

LINCOLN-SUDBURY REGIONAL HIGH SCHOOL,
390 Lincoln Rd., Sudbury 01776
Principal: Willard A. Ruliffson
Reported by: Martha Pappas, Co-Director
Information and administrative contact: Martha Pappas, 617-443-9961 x24

Lincoln-Sudbury Regional High School's new Career Exploration Program gives college-bound and non-college-bound juniors and seniors a chance to explore life in the community through direct experience with people and careers in a variety of organizations as paid employees and as volunteers and, through these explorations, to have opportunities for personal growth and development. This fall, 383 students are working from three to thirty-five hours a week on a regularly scheduled basis during the school week. They will receive academic credit in proportion to the number of hours they work each semester and will receive pass/fail grades according to the quality of their work.

Six of this year's ten field programs encourage students to try their hand at teaching. At the request of Roxbury's Head Start Program, a small group of boys is helping teach 2-1/2 to 4-year-old Roxbury preschoolers. Some students work at the Walter E. Fernald School with emotionally disturbed and mentally retarded youngsters. A few Urban Interns work as aides in Boston day care centers and an elementary school. Assistants work with a group of Boston and Lincoln junior high schoolers both in the city and in the country classes, as part of

the ESEA Title III Sidetrack project. A few students are working with M.I.T. professors, planning mini-courses which they will take back to high school to teach in on-going science courses. The students who have elected the Student Teaching Assistants Program hold jobs in Lincoln and Sudbury elementary schools and at the Lincoln-Sudbury Regional High School.

The total program is designed to give students a chance to work in a wide variety of roles and relationships in urban and suburban; public and private; educational, governmental, business and professional organizations. For example, Urban Interns concentrate on problems in a specific area of Boston. Health Assistants study by working on a wide range of hospital-oriented jobs -- from housekeeping to nursing aides to introductory work in laboratories. A course in computer operation and programming makes use of the school's three computers. A power mechanics curriculum in internal combustion engines and their applications has been developed, and will be implemented when a lab is completed for class work. Students are also given opportunities through their classes at Lincoln-Sudbury Regional to observe various industrial, business, professional and governmental enterprises in the Lincoln-Sudbury area.

Vocational interests which have grown out of Lincoln-Sudbury's course offerings in technology and business are tied in with the Work-Study program which offers a variety of job opportunities in places ranging from restaurants to major industries. Ninety students are now participating in this program.

With state aid, the Lincoln-Sudbury Regional High School developed a nursery school program as an adjunct to courses given in child development. The program extends teacher training to the preschool level and also makes it possible for girls to study important aspects of the development of young children. The program has become so large that it now operates as a separate entity.

Career Exploration actually grew out of the regular Work-Study program which involved some 72 students in the fall of 1970, and was greatly expanded in one year to meet the needs of more students in many more areas.

Mrs. Martha Pappas, Director of the Career Exploration Program, attributes the program's success primarily to student eagerness to assume responsibility in the community, especially in the service role. Projected student participation is expected to be about 500 by 1973-1974.

Date project operational: January 1971
No. of students involved: 383
Approximate yearly cost: $15,000 (personnel $14,500, materials $500)
Source of funds: School budget
Dissemination materials available: Three-page overview, sound-slide presentation ($50 deposit, $45 refund)

62. Child Study Program and Lab School

AMHERST-PELHAM REGIONAL HIGH SCHOOL, Amherst 01002
Superintendent: Ronald Fitzgerald
Reported by: Marian Wilson, Director
Information contact: Marian Wilson, 413-549-3710
Administrative contact: Paul Langlois, Principal, 413-549-3710

Students enrolled in the child study and advanced child study programs at the Amherst-Pelham Regional High School are discovering the pleasures and responsibility of working with preschool and elementary school children. The laboratory school at the high school, private nursery schools, and local elementary classrooms provide senior high students with opportunities to practice ideas and methods discussed in class.

First year students are enrolled in the child study class. They divide two

periods a day between classroom activities and teaching in the laboratory school. Topics such as child psychology, play activities, nursery school routines and management, stages of development, and theories of preschool education are emphasized during class periods. Activities are planned and directed by students for the children in the laboratory school.

The lab school, which opened in September 1968, enrolls 16 three and four-year olds, selected at random from applications submitted by parents in the regional school district. Arriving at 8:30 a.m. and remaining until 11:15 a.m., these preschoolers enjoy free play, snacks, and semi-directed activities including puppetry, marching to music, viewing films, story telling and other creative activities. Each high school student participates in supervising a variety of activities.

Students who have completed one year of child study may then enroll in the advanced child study course. This course combines class work with practice in schools in the area. The students' schedules are arranged so their afternoons are free for elementary school experience Monday through Thursday and for seminars on Friday.

Seminar topics include such issues as "Individualization of Instruction," "Education for What?" "Methods and Materials in Early Childhood Education," and "The Effects of Reward and Punishment."

In addition to providing exploratory experience in early childhood education for students who might be interested in this as a career, the program offers preparation for parenthood, for child-level psychology courses, and for work as a classroom aide. Director Mrs. Marion Wilson also points out that while working with young children, students also learn responsibility -- and consideration for the welfare of others.

Date project operational: September 1968
No. of students involved: 30
Approximate yearly cost: $15,500 (Personnel $15,000, materials $500)
Source of funds: P.L. 90-576 (Department of Occupational Education)
Visiting policy: Limited to those currently involved in planning a similar program.

J. Science/Environment/Math/Economics

63. Team Teaching in Science

MEMORIAL JUNIOR HIGH SCHOOL, 615 Rollstone Street, Fitchburg 01420
Superintendent: James Finch
Reported by: Paul Reinbold, Initiator
Information contact: Paul Reinbold, 617-342-9075
Administrative contact: James Reheiser, Principal, 617-342-8962

There are many ways to organize science programs in the secondary schools. One way which proved successful last year at Memorial Junior High School was a team approach involving four science teachers. The teaching team prepared four large units during the previous spring and summer in Astronomy, Meterology, Biology and I.M.E. Chemistry. Then, during the school year, each team member taught one unit four times to four different groups of students. The groups changed units at the end of each marking period.

The science units were written and designed specifically to develop critical thinking and problem-solving skills in the students. Student reaction to the team approach was highly favorable. They found the unit method more inter-

esting and challenging than the traditional year-long program presented by one teacher. The students were able to respond to a wide variety of teaching techniques applied by four teachers and to perceive the interrelationships among the various sciences in the four categories.

The program will be adapted during the current school year to present new units in Geology, Oceanography and Paleontology, I.M.E. Physics and I.M.B. Biology. A third year cycle is also being planned.

Perhaps the greatest value of this team approach has been the opportunity for challenging experiences for both teachers and learners because science sessions were limited neither by textbooks nor by single-concept lessons. Many audio-visual aids were utilized to spark and supplement the units. The only limits for the teachers were their own background, courage to try a new approach, the ability to work with other teachers and a willingness to relate to a large number of students in one year.

Date project operational: September 1970
No. of students/personnel involved: Personnel 4, students 650
Approximate yearly cost: None extra
Visiting policy: Most any school day

64. 4-H in the Science Program

BUTTERFIELD SCHOOL, 94 South Main St., Orange 01364
Superintendent: Walter Fields
Reported by: Rhoda H. Graves, Science Teacher
Information contact: Rhoda H. Graves, 617-498-5826
Administrative contact: Robert Gaudet, 617-544-6136

Science teacher Rhoda Graves quite simply describes her successful experiences using 4-H materials in her self-contained fifth grade classes: "This is the real thing and the children know it!" The two-year 4-H Science Program uses 4-H manuals as a basic text, and offers projects spanning from archeology to zoology.

The 4-H science projects are not formally used in the other fifth grade classes, although Rhoda Graves has based selective science units on the 4-H model. In the self-contained class, composed of children who are not yet ready to compete with their peers because of academic or emotional problems, 4-H projects serve to increase involvement and motivation, as well as to provide experience which goes beyond the standard classroom science experiment.

Emphasis is on student involvement and interchange. Students present ongoing reports to the class about their individual projects. Four forty-two minute periods are scheduled each week, but class time is extended whenever a particular project requires it.

Students describe their projects in raising farm animals, and learn to share their knowledge, success and disappointments. Members of the calf-club compare notes on their calves' birth, feeding and care, and discuss how a winter calf reacts to spring pasture. If a neophyte owner of some runt pigs has lost some pigs, he can pick up information about per unit cost and breeding from the most experienced daughter of a pig farmer. A "horseman" makes reports on horse care and feeding and explains events in the shows she enters. (She may ruefully have to admit later that she didn't win any ribbons.) The end results are to make science not just a subject area, but a living experience.

Date project operational: July 1, 1968
No. of students/personnel involved: Personnel 3, students 400 plus
Approximate yearly cost: Varying
Source of funds: School budget and donations

65. A Cross Disciplinary Approach to Jr. High Science

CURTIS JUNIOR HIGH, 22 Pratt's Mill Road, Sudbury 01776
Superintendent: John J. O'Neill
Reported by: David W. Martinson, Science Coordinator
Information contact: David W. Martinson, 617-443-9971 x60
Administrative contact: Clifford Card, Principal, 617-443-9971 x53

Seventh and eighth grade science at Curtis Junior High is a practical program of laboratory-centered studies. The curriculum is based on inquiry, with the patterns of organization and interaction as unifying principles. Students discover patterns essentially as the scientist does, using the processes of science: analyzing problems and data, interpreting graphs and tables, seeking relationships, hypothesizing, drawing conclusions, synthesizing models, and designing experiments. The relationship of science to mathematics is stressed, revealing the built-in logic of science.

Each of the two years of study develops a theme. In the first year, the theme is the concept of matter. In the second year, it is the concept of energy and the interaction between matter and energy. The two-year program becomes less and less structured until, near the end of the second year, students are encouraged to design their own experiments.

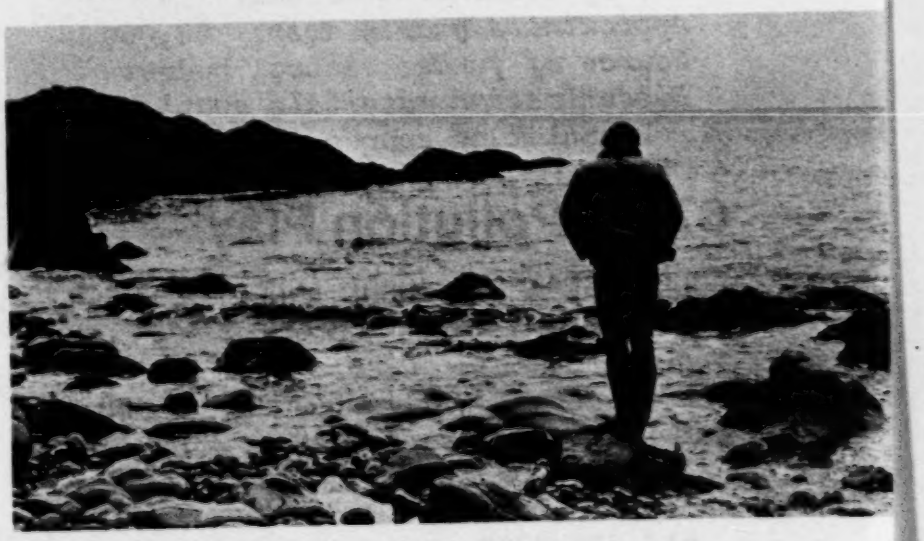
Students are taught that science is a way of thinking. They learn what science is by doing what scientists do. Every important concept is introduced through student experiments. Students work together, in pairs or in groups of three or four. This gives them a chance to support each other, to argue and discuss, and to learn through interaction. The ideas of each investigation build on those of earlier experiments and become the basis for later ones. Students read a general problem, follow a set of procedures, record data, and draw conclusions.

Formal tests evaluate the degree of learning. These tests stress the use of ideas, concepts, and skills. Frequently the content of the questions is totally different from the content of the laboratory experiences. The test questions, however, demand knowledge of the same processes -- organizing, relating, concluding, predicting -- developed in the class activities.

Date project operational: 1965
No. of students involved: 830
Approximate yearly cost: None extra
Dissemination materials available: 50-100 slides showing students involved in the program
Visiting policy: Please advise of intention to visit classes. Occasionally, school in session only half days.

66. Independent Oceanographic Study

PLYMOUTH-CARVER HIGH SCHOOL, Obery St., Plymouth 02360
Superintendent: F. Edward Nicolas
Reported by: David Barlow, Instructor (Department Chairman)
Information contact: Silas Wade (on leave of absence)
Administrative contact: Wilbert Cingolani, 617-746-4700



The Plymouth-Carver High School offers a three-semester independent study course, beginning the second semester of the student's junior year, running through the summer, and finishing in the first semester of the senior year. To qualify for oceanographic study (physical or biological), students need to take a chemistry course in their junior year, and must have a history of reasonable success in the sciences and math; they should also have the maturity to work independently, and an interest in the subject area.

Each student selects a research project in oceanography, develops an hypothesis and procedure for study, collects data from May through October, and writes a report with a conclusion validated by the data.

In the first year of the project, formal classes met for the entire first semester. But the research papers were found to be disappointing in the fall, so students finishing up the first semester of 1971 worked without formal classes, and reviewed progress individually instead. These students started on individual projects on or before May 1, 1971. Results from this fall's ending project will help determine the structure of the course beginning for juniors in February 1972.

A student is given a pass/fail grade with credits according to the effort and success of his project.

Date project operational: February 1970
No. of students involved: 14
Approximate yearly cost: $2,000
Source of funds: School budget
Dissemination materials available: Pamphlet of course offerings

67. A Pollution Play

BOURNE GRAMMAR SCHOOL ANNEX, Bourne 02532
Superintendent: Clayton Campbell
Reported by: William Sullivan, UNLOCK
Information contacts: Mrs. Hutchings and Mr. Gorczynski, 617-759-4234
Administrative contact: Don Morrissey, 617-759-4234

Bourne Grammar School certainly can't be accused of ignoring the problems of pollution. Demonstrating a concern for preserving their natural inheritance, students wrote and acted out a plea for avoiding ecological disaster by taking action now. "Looks like nothing's gonna change. People should be ashamed, they're just sittin' on the face of the earth losing time...losing time."

The play involved 30-40 eleven and twelve-year-olds playing to an audience of 5th and 6th graders who joined in the singing. Teachers revised a script obtained through a college course. Lyrics sung by the chorus to the tune of "Good Morning Sunshine" from Hair were written by students, and all props were donated by students and teachers.

Sets consisted of tents and camping equipment, since most of the scenes were at a campsite. The stage was dimly lit with an overhead projection. Sound effects, such as wind created by a hidden fan, and all visual props were arranged by the students.

The play opens with an 8 mm film made by the students showing boys and girls playing after school. Lively music accompanies the caption, "Will pollution affect us?" The whole play, as a boy confronts causes and effects of pollution, answers an emphatic "Yes!". An equally emphatic "yes" ends the play as the boy shouts, "Brothers and sisters, with me you have heard the challenge. Do you accept?"

William Sullivan, regional UNLOCK representative, reports that the play was most effective, original and timely. He feels it could be done by any school, involving the whole student body in producing the introductory film.

Date project operational: November 25, 1970
No. of students/personnel involved: Personnel 2, students 30-40
Approximate yearly cost: None extra
Dissemination materials available: Script

68. Multiplication Bee

MATTACHEESE MIDDLE SCHOOL, Higgins Crowell Rd., West Yarmouth 02673
Superintendent: John A. Murphy
Reported by: William Sullivan, UNLOCK
Information contact: Louis W. Drake, Math Department Head, 75 Springer Lane, West Yarmouth, 617-771-0232
Administrative contact: John A. Murphy, Main St., South Yarmouth, 617-394-0933

For teachers of the "new" or the "old" math who would like to sharpen up their students' computation skills, Louis W. Drake, head of the math department at the Yarmouth schools, has devised a method which can be both challenging and fun for students. It's a "Multiplication Bee" that works very much like the time-honored Spelling Bee.

During a two-week period early in the spring, students in grades 4 through 8 participate. The emphasis is on speed as well as accuracy. Two or three practice tests are given before the contest actually begins. The tests are in the form of a large square, divided into 100 smaller squares. Numbers from 0 to 9 are arranged in random order across the top and down the left side of the square, so that each test taker will have written out every product in all the multiplication tables (in random order) by the time he finishes a test.

One test is taken by each student during each round of the competition. Students are timed with a stop watch. Only 100% papers are considered for prizes, and the time element determines the winner.

Class winners in each building compete against each other to determine the grade winner. Then the building winner is determined, and finally the Yarmouth schools' winner. First, second and third place winners in each phase of the "Multiplication Bee" receive ribbons. The grand prize is a silver trophy. Awards are presented at assemblies in the various schools.

Most recent grand prize winner was seventh grader Peter George who attends Mattacheese Middle School. He posted a time of one minute twenty-seven seconds in the finals. Peter's best time during the entire competition was one minute eighteen seconds -- only four seconds slower than the best time posted by the math teachers.

Date project operational: March 15, 1971
No. of students/personnel involved: Personnel 11, students 1,200
Approximate yearly cost: $28 for materials
Source of funds: School budget

69. Four-Year Computer Science Program

RINDGE TECHNICAL HIGH SCHOOL, Irving St., Cambridge 02138
Superintendent: Frank J. Frisoli
Reported by: Henry J. Morris and Bert Gireux
Information and administrative contact: Joseph G. Sateriale, 1700 Cambridge St., Cambridge 02138, 617-876-4500

A four-year course to train students for careers in the field of computer

science utilizes an electronic computer leased by the Cambridge School Department and located in a renovated room at Rindge Technical High School. The program grew out of a successful work-study program conducted by the Cambridge schools and the National Aeronautics and Space Administration.

With the help of NASA experts, the program was designed as a modification of existing science and mathematics courses, coupled with computer laboratory experiences.

According to Program Director Joseph G. Sateriale, "Adaption of existing courses calls for: modification of some studies to include group theory, symbolic notation, Boolean algebra and number systems, and additional courses in business math, general accounting, computer electronics, Fortran or Cobol programming and business or general assembly programming."

The computer science program is integrated with the electronics course at Rindge Tech and open to both Rindge and Cambridge High and Latin students. Teachers from both schools are trained in data processing and computer languages at the IBM school in Waltham. Prior to installation of the computer in April 1971, preparatory courses in data processing and Fortran IV were offered in both high schools. Students who complete the four-year course will graduate as computer specialists.

Date project operational: January 1970
No. of students involved: 60
Approximate yearly cost: $31,000 (Personnel $8,000, computer rental $22,000, books and supplies $1,000)
Source of funds: School budget

70. Project DEEP

QUINCY PUBLIC SCHOOLS, Coddington St., Quincy 02169
Superintendent: Lawrence Creedon
Reported by: Carl Deyeso, Director
Information and administrative contact: Carl Deyeso, 617-471-0100 x230

Until this project was initiated in 1965, virtually nothing had been done in American education to give students at all levels a grasp of the way our economic system is organized and how we relate to it. DEEP, the Developmental Economic Education Program, was instituted after some 100 Quincy teachers joined an in-service course sponsored by the New England Council on Economic Education centered at Boston University. Subsequently, Quincy joined 30 pilot-type schools throughout the nation to work with consultants in constructing ideas and goals of an economic education curriculum.

In general, the purposes of DEEP are:

- to build economic understandings into school curricula at all levels;
- to improve teacher preparation in economics;
- to develop and evaluate new teaching materials for all levels;
- to disseminate the results.

For the individual student, these purposes are intended to:

- increase his awareness of the economic environment;
- influence his personal economic well-being;
- demonstrate his buying power's effect on the economy;
- enable him to be more productive through the allocation of his own time and resources.

Quincy's contribution to DEEP involved the Massachusetts Fields and Lincoln elementary schools, all junior high schools, and both Quincy and North Quincy high schools. Project DEEP concentrated, however, on the development of the elementary guide during the first three years. By June 1968, materials produced had been tested and revised. In addition, the involved schools have used Quincy's publication, "It's Elementary - It's Economics", which presents to the students the economic facts of life about limited resources and man's choices regarding their use; production; scarcity; human resources and their development; local, regional and international trade; and money as a medium of exchange.

Participating teachers have found these topics well-received. The relevancy of the curriculum has generated great enthusiasm -- candy, tonic and ice cream do require money to buy. As with all school programs, it will take several years to assess relative success.

Date project operational: 1965
No. of students involved: 6,000
Approximate yearly cost: $3,000
Source of funds: School budget. (The New England Council on Economic Education made an initial grant of $3,500 to the project.)

K. Social Studies

71. Northampton "Monopoly"

HAWLEY and KENNEDY JUNIOR HIGH SCHOOLS,
Northampton 01060
Superintendent: John Buteau
Reported by: James Parsons
Information contact: Robert Whitman, 413-584-9171
Administrative contact: James Parsons, 380 Elm St., Northampton 01060, 413-584-0935

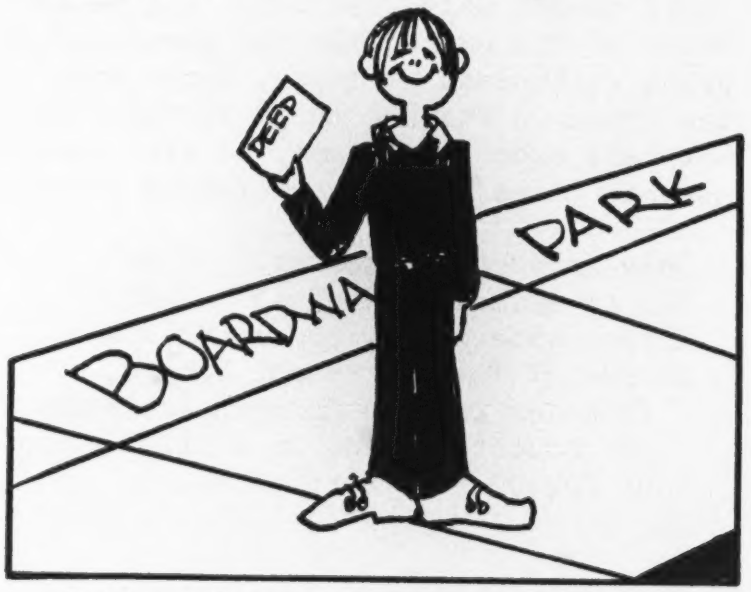
Tired of the same old classroom strategy? Eager to give history some immediacy in terms of action and conflict? Northampton does just that by endowing the everyday game of Monopoly with the character and properties of an era in the history of their town. Students approach Northampton!s Gilded Age (1865-1900) partly through "Northampton Monopoly," using the outline of the commercial game, substituting historical events and local landmarks, and giving the student a chance at a little sociological role playing.

The top hat, thimble, shoe represent different financial roles in the community -- the banker, the industrialist, and the worker. Individual properties can be purchased in part or entirely in a shareholder system. A player in financial straits can sell his role to another for immediate cash. When one player gains a monopoly on a color group of property, he becomes the banker. On reaching GO, salaries are paid according to status. The banker receives $500; the worker, $75. Natural and man-made catastrophes have different effects on the banker, worker, merchant, and so forth.

Thus, the students learn real property names from the Gilded Age of Northampton, suffer the consequences of the Great Flood of 1874 and the Bank Robbery of 1876, and have a hand in founding institutions like Smith College. Along with the game, they research and define historical terms of the period.

James S. Parsons reports that the students play the game with enthusiasm for several periods. He also notes that while some students see Northampton Monopoly as a game only, others quickly become involved in role playing

amidst real properties and actual historical disasters. Another version has even been developed, using the floor of an entire room as the playing area.



Date project operational: 1968
No. of students/personnel involved: Personnel 4, students 375
Approximate yearly cost: Paper supplies and symbol purchases
Source of funds: ESEA Title III
Dissemination materials available: History Project Reports
Visiting policy: Anytime

72. Slide Tape of the Black Heritage Trail

LEWIS MIDDLE SCHOOL, 131 Walnut Ave., Roxbury 02119
Superintendent: William Ohrenberger
Reported by: Joseph McLean, Social Studies Teacher
Information and administrative contact: Eugene Ellis, Principal, 617-427-4546

Do you know if any houses near you were used in the Civil War as stopovers for slaves using the Underground Railroad? Students at Lewis Middle School learned the answer to this question, and many others while making a slide-tape presentation of the Black Heritage Trail in Boston.

Social studies teacher Joseph McLean first considered making a slide-tape with his students when talking to Marcus Mitchell, curator of the Museum of Afro-American History, at a summer workshop. Mr. McLean received a small grant from the Education Collaborative and waited for an opportunity to suggest the project to his students. When a class discussion of some airline advertisements of European "Tour-Tapes" evolved, Mr. McLean proposed that the group make its own "tour-tape." About 20 students agreed enthusiastically and set to work.

Two boys attended a school photography workshop and became chief photographers for the planned tour. The class priced cameras and tape recorders for purchase, and the manager of Radio Shack in Dedham Mall kindly offered a discount on the equipment. That left enough funds to buy some extra tapes for the class, including ones by Bill Cosby and the Temptations.

In addition, a sophomore from the University of Massachusetts' Boston campus was lined up to accompany students on the tour and take 35 mm slides. Mr. Mitchell also offered to help.

Late in October, Mr. Mitchell visited the class and showed his slides of the sites to be visited. Students were very interested in the local history; the boys were particularly interested in aspects of the slave trade.

Two weeks later, Mr. Mitchell accompanied the group on their tour. Sites included the home of a former slave who used his home as a stop on the Underground Railroad, the Crispus Attucks Monument, and the memorial to the 59th Regiment of Black Americans who served in the Civil War. The boys and girls enjoyed the tour, and learned much about the role of blacks in the early history of Boston.

After film processing, the class selected 36 slides as a core for a presentation; they included the children's photos and those taken by the college student, whose camera was able to shoot better under an overcast sky. Two recording sessions, one without script, and then one with, produced an audio

tape to accompany the slides. Taped remarks included insights and comments of the students.

Mr. McLean's class was invited by Plymouth River School in Hingham to give a presentation. The slide-tape is now available to all schools in Massachusetts through the Massachusetts Council of the Social Studies (c/o Resource Learning Lab, P. O. Box 333, Sturbridge 01566).

The project sparked an idea for a similar effort in the spring of 1971; Mr. McLean and the school art teacher decided to work on a joint slide-tape of some historical Roxbury cemeteries. Mr. Mitchell and Mr. McLean now hope to initiate a Junior Curator program, as a joint venture between the Museum and the Lewis School.

Date project operational: September-December 1970
No. of students involved: 20
Approximate yearly cost: $280
Source of funds: EdCo
Dissemination materials available: Twenty-minute slide-tape presentation, eight-minute film, and descriptive pamphlet

73. Experimental Psychology

DOHERTY MEMORIAL HIGH SCHOOL, 299 Highland St., Worcester 01609
Superintendent: John Connor
Reported by: Robert C. George, Teacher
Information contact: Robert C. George, 617-791-4637
Administrative contact: Samuel Sleeper, 617-791-2373

Planning for a new approach to high school psychology began in October 1969, when the Teachers Training Teachers (TTT) unit at Clark University visited Doherty Memorial High School and challenged social studies teachers to develop more humanistic curricular materials. Believing the traditional textbook approach to psychology to be inadequate, psychology teacher, Robert C. George, proceeded to experiment along these lines himself.

From the beginning, students were involved in designing the new course open to juniors and seniors. Mr. George distributed questionnaires to his classes to determine which topics would be most valuable to students. Among the topics indicated were "getting along with parents" and the eternal "who am I?".

Mr. George, in explaining the theoretical basis for his course, refers to Erik Erikson, a leading American psychologist; "His (Erikson's) detailed work in the area of identity formation and the resolution of the identity crisis which occurs during adolescence coincided with course goals. One characteristic of people who have a positive identity, is the ability to combine their past and present in a coherent whole. They are also willing to examine ideal models of human behavior ...(extracting) those principles which are most meaningful to them."

This need for a sense of historical and personal continuity in order to establish positive identity has become the touchstone for an elective course exploring the 1930's and 1940's. The class uses movies, records, and old high school yearbooks and magazines in an effort to recreate the mood of the era. Students read Since Yesterday by

Frederick Allen, a social history of the 1930's sequentially analyzing the period.

Students survey Worcester's voting records, leisure time activities, and cultural preferences of the period. They tape interviews with those who participated in molding the city's past. Observing, analyzing, and forming hypotheses, each student can report on his special interest at the end of the unit. One popular topic is a comparison of the Worcester School Strike of 1944 with student unrest in the 1970's.

Mr. George says the insight gained by many pupils into their parents' growing-up process is a revelation. "They begin to see father and mother as people who grew up in a fragment of history radically different from the 1970's," he reports. He further emphasizes that while the course does not solve the individual's identity crisis, it does help students grow cognitively and emotively.

The stress on the process of collecting information about social development enables students to value the search for knowledge. Mr. George feels that although final results are difficult to predict in these initial stages, student enthusiasm and interest have been most encouraging.

Date project operational: September 1970
No. of students/personnel involved: Personnel 1, students 80
Approximate yearly cost: None extra
Visiting policy: Any visitor cleared by administration is welcome

74. Social Studies Electives

MASCONOMET REGIONAL HIGH SCHOOL,
Endicott Road, Topsfield 01983
Superintendent: Glenn M. Fay
Reported by: Charles McClory, Initiator
Information contact: Charles McClory, 413-887-2323
Administrative contact: Richard Dussault, Principal, 413-887-2323

In the fall of 1970, the Social Studies Department at Masconomet Regional High School began offering 28 electives to students in grades 10-12 on a one-semester basis. Before graduation, a student is required to take at least one social studies elective a year, plus two years of required survey courses.

Both students and teachers were surveyed to find out the five areas they would most like to teach or study. The two hundred possibilities which developed were narrowed down to about 60 course offerings, based on what the staff felt they could handle in terms of materials on hand and teacher preparation. These were offered to students for their selection before the staff arrived at the 28 courses currently being taught.

Class size now ranges from 15-30 students, with multiple sections of the more popular courses. The electives offer a wide spectrum of choice and include such courses as Extremism in American Life; Spiritualism; Cultism and Witchcraft; American History from 1890 to the present; Utopian Societies; the Nature of Prejudice; the History of America through Music; Protest Movements.

According to Department Chairman Charles B. McClory, students and teachers are excited about what they are doing. He feels the elective concept is valuable; students and teachers are highly motivated since they are working in an area they are really interested in pursuing.

Some problems did become apparent during the first semester of the program. Not all students could be scheduled into the course they elected, and some were placed in areas they were not terribly enthusiastic about. The staff also saw the need for establishing prerequisites for some of the courses. In addition, they felt some courses should last only eight rather than sixteen weeks, while others should be stretched out to 24 or 36 weeks.

Mr. McClory feels they have made a start. Three new courses have been added this year and two dropped due to lack of student response. He feels teacher interest and student motivation have remained high and looks toward the day when students will be able to select teachers as well as courses.

Date project operational: Fall 1970
No. of students/personnel involved:
Personnel 9, students 700
Approximate yearly cost: None extra

75. Food in Eleventh Century England

WEST ELEMENTARY SCHOOL, Andover 01810
Superintendent: Kenneth Seifert
Reported by: Monya H. Geller, Department of Education
Information contact: Anna M. Olson, Teacher, 617-475-9592
Administrative contact: Vaughn Clapp, Asst. Supt. in Elementary Education, Andover Public Schools, 617-475-2605

Fifty sixth grade social studies students became involved in what "life was really like" in feudal England. As the period before and after the first crusade was studied, a nutrition component was interwoven into activities. Teacher Anna Olson asked for help from the State Department of Education, Bureau of Nutrition Education and School Food Services, and they furnished background information.

Student's knowledge of the Basic Four Food Groups was reviewed. On a bulletin board, a typical student's diet for one day was compared with a serf's diet and that of the feudal lord's. Hunger was part of a serf's life.

Undernutrition could be seen as a cause for a shorter life span, poor teeth and bones, small stature, many respiratory infections, poor eyesight, and irritability. The economic system of the times allowed feudal lords to eat better and live better than the serfs.

The culmination of this unit was a play that depicted an exciting day in the eleventh century -- the knighting of a lord's son, showing how life was lived by these two classes of people. Students made costumes and props appropriate for this era, and their ideas were incorporated into the dialogue.

Included in the cast were serfs, a friar, and a priest, duke and duchesses, lords and ladies, squires, pages, a bailiff, and a charming assortment of animals (one girl sewed two fluffy white rugs together for her sheep costume). A feast at the castle, entertainment at festivals, social ranking of people, the importance of the church, and going off to the Crusades were illustrated.

The second act of the pageant showed the return of the Crusaders after fifteen years. The new products they brought back with them included fabrics, steel armor and weapons, gems, spices and fruits, which amazed the people of England.

Cookies simulating those of the time were prepared, sweetened with honey, flavored with mint, and made of oats. They served to underscore learnings about the limitations of foodstuffs as well as the monotony of them. Parents and preschoolers attended the play, adding to the students' pride in accomplishment.

Those involved in the project feel that the nutrition input into social studies helps make learning activities fun, and involves students realistically; it also reinforces the child's education in nutrition.

From this cooperative venture, nutrition learning packets to correlate with social studies in the fourth, fifth and sixth grades are being devised by the Bureau of Nutrition Education and School Food Services on a pilot basis for the coming year.

Date project operational: February 1971
No. of students/personnel involved: Personnel 2, students 50
Approximate yearly cost: None extra (optional rental of Children's Museum Matchbox Kit - $30).

76. Teenager and the Law

CAMBRIDGE HIGH AND LATIN SCHOOL,
Broadway and Trowbridge Sts., Cambridge 02138
Superintendent: Francis Frisoli
Reported by: Bert Giroux, Public Relations, Cambridge Schools
Information contact: Anthony Bruno, Teacher, 617-876-4500
Administrative contact: Edward Brady, 617-876-4500

"Teenagers and the Law" is the vital issue being considered by Cambridge High school students in a new social studies course developed by Social Studies Teacher, Anthony Bruno, with the help of the Boston University's Law in the Social Studies program, and Harvard's Cambridge Legal Assistance Organization Project. The course was introduced last year at Cambridge High and Latin School and at Rindge Technical School. It is designed to develop student awareness of laws relating to young people and to help students understand why such laws exist, how they are implemented and how they can be changed.

Springing from some student legislation efforts in a U. S. Government and Economics class, the two-semester course ranges from a discussion of the relevance of law in society to a study of juvenile rights, free speech and consumer rights, landlord-tenant relationships, and the Poverty-Welfare legislation. Field trips to courts to observe jury trials, tours of state correctional institutions and discussions with inmates of penal communities supplement the classroom activities.

Among the field trips is a face-to-face "rap" session with a former Cambridge resident now serving a prison term as a convicted murderer. "The prisoner's evaluation of the circumstances that led him to his present situation allows students a valuable insight into the complex decision-making process that envelops an individual from the time of committing a criminal act to his arrest, and through trial and confinement," according to Social Studies Coordinator Edward R. Brady.

Students also have an opportunity to meet with juvenile authorities, including a juvenile court judge, a probation officer, a criminal lawyer, and a representative of the Boston Legal Assistance Project to discuss the law as it applies to teenagers.

One of the several classroom lessons contrasts the pre-Bill of Rights era with the law as it exists today, using films such as "The Bill of Rights" and "Due Process of Law Denied," a film which includes excerpts from the "Oxbow Incident" and dramatizes the threat to civil liberties created when emotion prompts people to take the law into their own hands.

According to Social Studies Teacher Anthony Bruno, "One of the many aims of this course is to make students aware of the long-range consequences which occur when the law is broken." He adds that, "although justice in America is being questioned, few people realize they are a part of the legal system and are ultimately responsible for their own and their fellow citizens' rights as well as for securing new rights through the legal process."

Date project operational: December 1969
No. of students involved: 100+

Approximate yearly cost: None extra
Dissemination materials available:
Course outline

77. Classroom at City Hall

LEWIS MIDDLE SCHOOL, 131 Walnut Ave., Roxbury 02119
Superintendent: William Ohrenberger
Reported by: Gerry Peters, Title I, Boston
Information and administrative contact: Eugene Ellis, Principal, 617-427-4546

Acting on a suggestion of Boston Redevelopment Authority, employee Mel Carrington and a group of students from the Lewis Middle School (of the Model Demonstration Subsystem) organized a class project around an accurate updating of the Urban Renewal map of where they live -- the Washington Park area. With the approval of BRA Technical Service Director Howard Bennet, students visited a variety of departments at City Hall and observed the design and administrative processes of urban renewal.

After careful observation, social studies students of Joseph McLean applied what they had learned by developing a revised map in teacher Russell Etheridge's drafting class. They took the concepts worked on at City Hall and reworked them in their classroom.

Field trips to the BRA office in the new City Hall acquainted the students with working conditions, practical influences on the process of urban renewal, and drafting techniques such as measurements, use of drafting tools, and makeup of prints. In addition to learning drafting skills, students were alerted to career opportunities in such fields as surveying and mapping, while learning about the work of a major city department.

Date project operational: October 1970
No. of students involved: 8
Approximate yearly cost: None extra
Dissemination materials available:
Brochure describing project

78. Citizenship Program: Part of the Solution

BEDFORD HIGH SCHOOL, Bedford 01730
Superintendent: John Glenn
Reported by: Louise S. Davis, Director
Information contact: Louise S. Davis, 617-275-1700 x33
Administrative contact: Bernard Gollis, 617-275-1700 x10

Bedford High School's Citizenship Program has encouraged a practical brand of political activism over the past two years. Voluntarily some 100 students, with the help of teacher-advisors, sponsored and worked on a "Get Out The Vote" campaign and a drive to ask the local electorate to vote "Yes" on Question 3 of the State Referendum, which supported lowering the voting age from 21 to 19.

The school's student Citizenship Committee acted as a steering committee. It is made up of 16 students from grades 9-12, who are elected by their peers in recognition of their service to the school and community. As part of the Citizenship Program, these students work on projects with community service organizations, including the League of Women Voters,

the Civil Club, the Lions Club, and the Rotary Club.

The two projects, directed at citizen involvement and constitutional change, reflect the group's strong belief that "if you are not part of the solution, you are part of the problem" according to Louise Davis, Director of the Citizenship Program.

Action was concrete and organized. A telephone campaign, door-to-door distribution of literature and posters, and spot announcements on the school public address system helped promote citizen awareness. During the week before election day, students manned information tables at the local bank and distributed voter information. On election day, they offered baby-sitting service at the polls and assisted the Bedford Election Committee by checking voting lists, and calling names and addresses. Over 4,000 Bedford citizens voted on November 3, 1970 -- more than doubling voter turnout over the previous two years.

In urging support of the referendum, students worked closely with the League of Women Voters and the state committee sponsoring the legislation. According to Mrs. Davis, the exchange of views and cooperative service did much to reduce the "generation gap". Bumper stickers, buttons and balloons with "Vote Yes on 3" were sponsored and distributed, as well as flyers detailing "10 good reasons" to support the change, distributed at local football games and shopping centers.

Many students, apart from or in addition to this directed activity of the Citizenship Committee, worked for individual candidates. In school, a student bulletin board furnished information on candidates and referendum details. Names and phone numbers were listed for students interested in volunteering their services.

Mrs. Davis reports that enthusiasm continues to grow, and new projects are developing. An 18-year-old-voter registration campaign is in the works now, and the Citizenship Committee is supervising the implementation of a new school constitution -- calling for one policy-making body of students and faculty (an equal number of each), rather than the traditional student council and faculty executive committee.

Date project operational: November 1970
No. of students/personnel involved: Personnel 2, students 100
Approximate yearly cost: None extra

L. Reading/Elementary Language Arts

79. The Lone Ranger Aids the Slow Reader

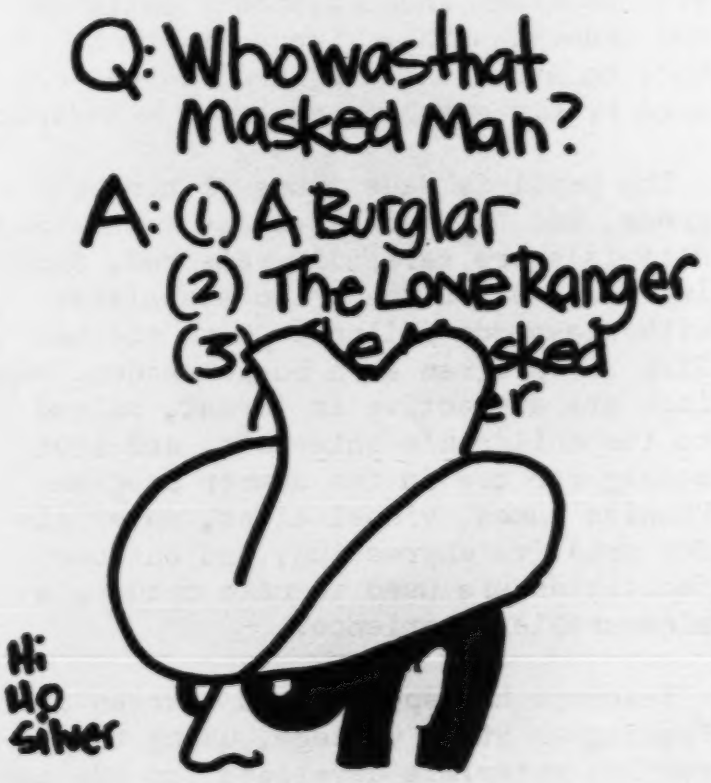
WINCH PARK JUNIOR HIGH SCHOOL, 'A' St., Framingham 01701
Superintendent: Albert Benson
Reported by: Joseph Hannigan, UNLOCK
Information contact: Michael Franklyn, Reading Teacher, 617-877-5100
Administrative contact: Frank Hill, Jr., 617-877-5100

Reading Teacher Michael Franklyn was frustrated in meeting the needs of a number of his remedial students (grades 6-8), and turned to his hobby of collecting old radio tapes to help them. Some students in his small group reading program could not translate written symbols into sound, and thus did not possess all the comprehension skills necessary for an appreciation of literature. Mr. Franklyn feels that those who cannot decode words often miss the subtler aspects of literature such as character's feelings and motivations, and even some plot structures and sequences. The truth is they never reach this stage or level of thinking because of their unresolved struggle with word recognition.

Mr. Franklyn began to use tapes of old shows like Henry Aldrich, Lights Out, Suspense, Jack Benny, The Lone Ranger, and The Shadow. Students listened and responded to multiple choice short answer questions, took part in discussions and completed directed listening exercises in order to develop better comprehension skills. A student who was bright but a poor visual decoder would average 40-50% comprehension on comparable reading material, and measured 70-100% comprehension after listening to a radio tape. Student response has been overwhelmingly enthusiastic.

Mr. Franklyn explained, "It is also my hypothesis that the generation of 'over 30' grew up in an era of 'listening to the radio'. We heard many words. One of the prerequisites to improved reading is to improve vocabulary. I don't believe television does this as well as radio did. Rather, visual images convey ideas instead of words. Also, these images are fixed things confined spatially to the 21" screen. Radio stimulates the listeners' imagination. Therefore, I have extended the use of these tapes by presenting them to all types of students (at the junior high) to develop language skills. Another unexpected bonus is that all this has stimulated some of my students into creating their own radio plays."

Date project operational: September 1970
No. of students involved: 200
Approximate yearly cost: $100 for materials
Source of funds: School budget
Visiting policy: Call for appointment



80. Summer Reading Club

CENTER SCHOOL, Ash Street, Hopkinton 01748
Superintendent: John O'Brien
Reported by: Joseph Hannigan, UNLOCK
Information and administrative contact: Walter Lang, Principal, 617-435-3341

Hopkinton organizes a summer "reading club" for children who are not reading up to grade level but who, according to their teachers, have the potential to benefit from an eight-week, two and one-half hour per day remedial program.

Parents pay $10 for each student participating in the program, and the balance of the cost is included in the school budget. Prospective students from grades one through three who are not being retained in grade and are neither retarded nor handicapped, are pre- and post-tested with the Scott Foresman Inventory Survey Test.

With a student-teacher ratio of 12 to 1, the student's particular personality can be catered to with individual attention and various developmental approaches. The classroom atmosphere is relaxed and pleasant, rapport being established with constant encouragement, patience and understanding. Every effort is made to avoid the stigma of defeat created by pre-established class standards.

The pupil is made aware of his progress, and his successes are emphasized. Materials are carefully selected, avoiding those which the child associates with classroom failure. With the new Ginn 360 program as a basic reader, readings are attractive in format, suited to the children's interests, and kept solely for use in the summer program. Phonics games, visual aides, materials for creative expression, and outdoor facilities are used to make reading a pleasurable experience.

Teachers had specialized courses at Framingham State College, using the reading materials developed for the summer program in Hopkinton. A dossier for each student containing checklists, progress reports, test results, and any correspondence with the parents is kept for reference in the principal's files.

Parents expressed enthusiasm for the program during conferences arranged by the teachers, and preliminary results indicate the program has been successful.

Date project operational: June 1970
No. of students/personnel involved: Personnel 2, students 24
Approximate yearly cost: Salaries for two staff
Source of funds: School budget and fees paid by parents

81. Programmed Personalized Paperback Project

MONTCLAIR SCHOOL, 8 Belmont Street, Quincy 02171
Superintendent: Lawrence Creedon
Reported by: Leon Gould, Director
Information contact: Leon Gould, 617-472-1971
Administrative contact: Carl Deyeso, 70 Coddington St., Quincy 02171, 617-471-0100

In order to allow children to choose books of personal interest and still have the advantage of learning exercises based on these books, Montclair School has developed a system of programming individual paperbacks for grades 2-8. The system has an additional advantage of providing a means for evaluating progress made through independent reading. Four hundred titles have been individually programmed and disseminated to eight other participating schools so far.

The format for programming paperbacks was developed by the intermediate grade staff after examining commercial materials, visiting a school where indivi-

dualized materials were used, and experimenting with various formats until they developed one flexible enough for their needs.

While individually programming a book is time-consuming, thirty were completed in the first year. Two workers were subsidized by the Educational Needs Committee of Quincy for a period during the summer, and soon teachers from seven other schools, after examing completed materials, enthusiastically joined in working up more titles. School supplies were used and teacher aides reproduced and disseminated the material.

In the format developed for programming, the pupils' books include:

(1) A vocabulary page with difficult words presented in brief phrases and underlined. The page reference included. The instructions state that a definition determined from context is preferable to one obtained from a dictionary.

(2) A comprehension check involving ten true, false, multiple choice, etc. items.

(3) An optional vocabulary check involving sentence completions, definitions, antonyms, synonyms, etc.

(4) Activities capitalizing upon pupils' various talents, interests, aptitudes, etc.

(5) Questions for discussion.

Each exercise is on a separate page and is phrased in as personal and unintimidating style as possible.

The teacher's cards contain:

(1) A synopsis of the story.

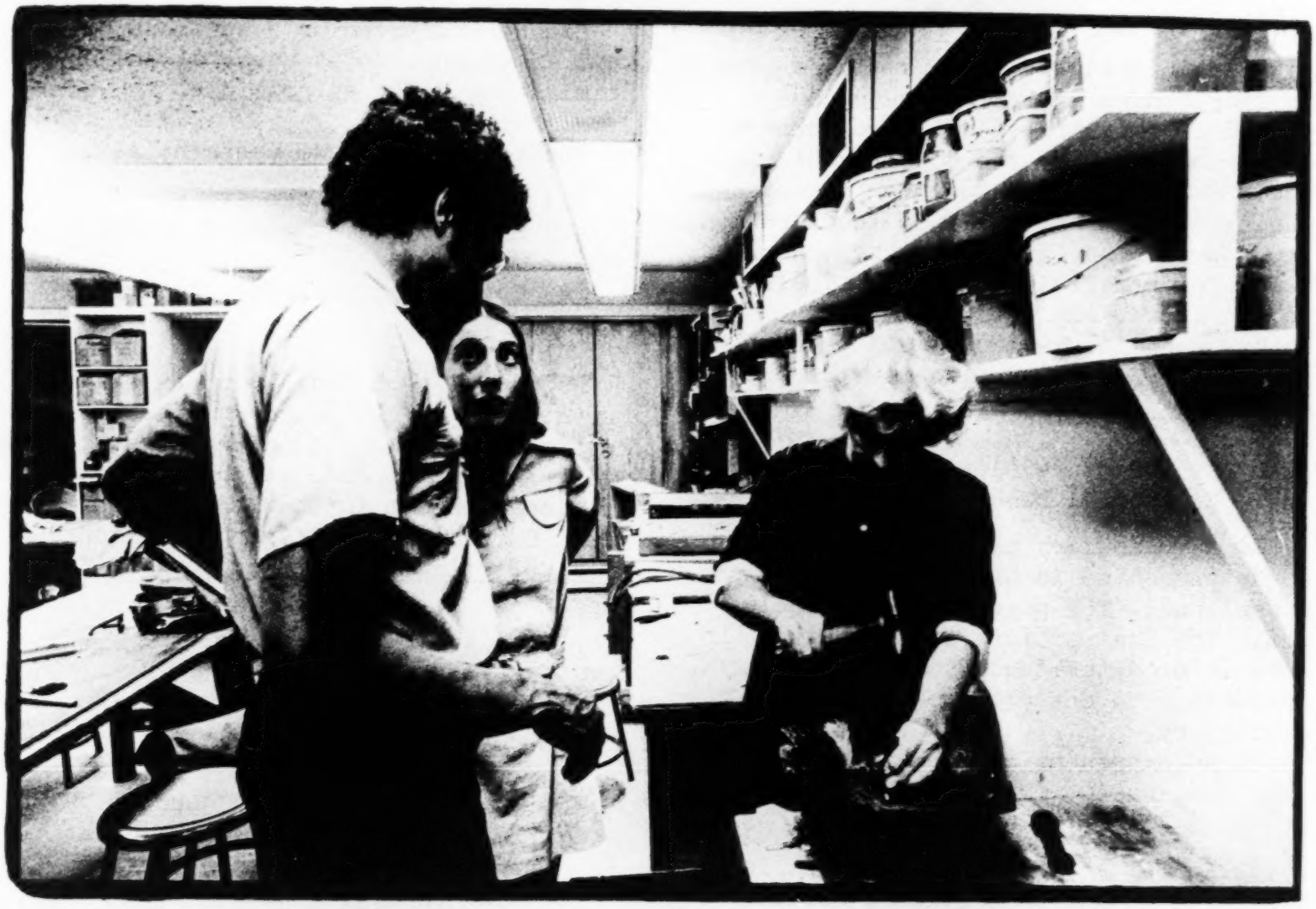
(2) Answers to the comprehension check.

(3) Possible answers to the discussion questions.

Principal Leon Gould reports that a great deal of excitement has been generated in the participating schools. The project has also gained Montclair national credit in the Scholastic Paperback Catalog as well as recognition in The Christian Science Monitor.

Date project operational: September 1969
No. of students involved: 2,000
Approximate yearly cost: $900 for personnel
Source of funds: School budget
Dissemination materials available: Pupil and teacher packets
Visiting policy: Contact Leon Gould, Principal of the Montclair School, for an appointment.

IV. ADULT EDUCATION



82. Night Life

WORCESTER PUBLIC SCHOOLS, 20 Irving St., Worcester 01601
Superintendent: John Connor
Reported by: Gerald E. McGrain, Program Director
Information and administrative contact: Gerald E. McGrain, 617-798-2521

Anybody in Worcester this fall who hasn't heard of "Night Life" (the school department's adult education program) would have to be both blind and deaf. According to the program's director, Gerald E. McGrain (whose nickname is now "Mr. Night Life"), "you can't go anywhere in this town to buy a newspaper, get your hair cut or even have a tooth pulled without seeing one of our Night Life posters." This is because the Night Life advertising appears on 15 (donated) billboards and 4,000 posters displayed in professional offices and other places of business all over Worcester.

The effect of all this advertising has just about snowed Mr. McGrain under. By mid-September, 6,000 people had enrolled for the fall semester, compared to a total enrollment of 7,500 for the fall and spring semesters of the program last year. The bulk of these people (3,500 of them) will be participating in what Mr. McGrain calls the enrichment program, taking 115 courses in everything from astrology and antiques to yoga and small engine repair. Classes meet 2-1/2 hours a week for ten weeks at five schools. Worcester residents pay $10 tuition; non-residents are charged $20.

Next in popularity in the adult programs is Worcester's Adult High School which Worcester residents may attend free if they are working toward a regular high school diploma. The school meets in the evening for two 16-week semesters from September until June, offering 45 courses to 1,500 adults. Residents who wish to audit courses, rather than take them for high school credit, are charged $10; non-residents $20.

More than 1,000 people are taking courses in an Adult Learning Center which the Worcester school department operates year round, Monday through Friday from 9 a.m. to 9 p.m. in a downtown building which has 4,000 square feet of air-conditioned, carpeted space. A full-time staff of 16 handles Adult Basic Education, high school equivalency preparation, and English as a second language programs which are offered free. Instruction is programmed individually for anyone who wants it -- all a person has to do is walk in. Staff members arrange whatever is needed for each student to reach his individual goal. More than 500 people from 43 different countries have participated in the English as a second language program.

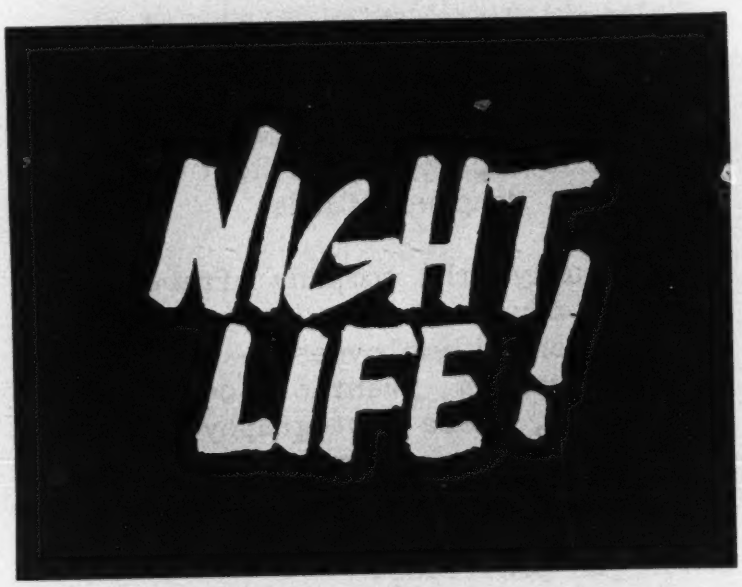
Adult Basic Education, high school equivalency preparation, and English as a second language are also offered free at the St. Dismas School, which operates at the Worcester County Jail and serves an average of 90 inmates at a time.

Worcester boasts two brand new school buildings which were built specifically as community schools, with one area in each building being set aside for adult use. A third community school operates in an older building. Each building has a full-time Community School Director who supervises programs which are offered to adults at the schools from 9 a.m. until 10 p.m. every week day, 12 months a year. About 1,000 adults participate in these free programs which are planned by Community School Councils made up of local residents. Usually the courses offered are similar to those in the enrichment program, but they also include Adult Basic Education, high school equivalency preparation and English as a second language.

Operating under a contract with the Division of Employment Security, Worcester offers work incentive programs for people on welfare. Fifty people at a time and about 200 per year take courses in typing and clerical skills, learn English as a second language, study basic education subjects, prepare for the high school equivalency (GED) exam.

Another contract is with the National Alliance of Businessmen (NABS) for whom the Worcester school department offers courses in job-related basic education, typing and clerical skills and other special programs to about 100 people a year. Courses are conducted both at places of business and at Worcester schools. Special 39-week consortiums are held in fields such as banking, insurance, and the metal trades. Employees attend from 8 to 20 hours a week on released time from their jobs until they have received enough training to function at the job they were hired for.

Periodic special adult education programs on topics such as drug uses and abuses or family living and sex education are offered at a centrally located school free to Worcester residents. More than 500 people attended the recent 10-week program on drug education



which featured speakers from the fields of law, medicine, and social work.

Recently, the people of Worcester backed a $26 million building program for one of the most extensive school construction and remodeling projects undertaken by a city of this size anywhere in the United States. At a time when voters more often than not say no to things like this, perhaps the people in Worcester were just making sure nothing would happen to their "Night Life."

Date project operational: 1969
No. of students/personnel involved: Personnel 200 (incl. part-time), students 12,000 per year
Approximate yearly cost: $400,000
Sources of funds: Local money, Learning Center, Basic Education, Local and Federal funds, and tuition fees.
Dissemination materials available: Brochure
Visiting policy: Anytime

83. Adult Education on Company Time

POLAROID CORPORATION, Cambridge 02139
Reported by: Susan Ells and Lee Regal, Coordinators
Information and administrative contacts: Susan Ells and Lee Regal, 617-864-6000

Polaroid Corporation is one of the few major companies in the Boston area which has established an extensive adult education program for the benefit of its employees, without relying on federal Manpower funds.

Previously, the company offered enrichment courses primarily to salaried "professional" employees -- courses such as Russian, twentieth century literature, basic photography, and organic chemistry. Secretarial and laboratory training were also available for those interested in changing their job positions.

In 1966, Polaroid dropped their high school equivalency requirement for employment, creating jobs for many people who could not finish their high school education. Therefore, the Education Department changed its philosophy, and set up a new program offering fundamental skills training (Adult Basic Education, English as a Second Language, and High School Equivalency) and skills training courses such as hydraulics courses for mechanics, drafting courses, etc.

Enrichment courses traditionally taught at Polaroid are available at many local colleges and business schools so the Education Department offers tuition reimbursement to its employees who wish to take advantage of these courses, and arranges classes for those employees who could not find educational alternatives as easily for their more basic needs. Production workers as well as other employees can spend six hours during their work week attending classes (with permission from their supervisors).

The Fundamental Skills staff finds a heavy and constant demand for its basic skills training. Polaroid's policy of "community hiring" brings in a large percentage of workers from minority groups living in the various plant areas. Many of these employees need to obtain or review basic reading, writing and arithmetic skills in order to function well in their home and work environments.

Polaroid also operates on an internal "posting" system of hiring employees from within their ranks. Thus, some employees who have been with the company for a number of years need to brush up on some skills so that they can move on to better-paying and more highly skilled jobs.

Polaroid began its pilot educational program in 1970 at Inner City, its Roxbury subsidiary. Inner City pays a full-time wage to about 30 people at a time as they learn commercial skills, machine operating, and production techniques. (Students are trained by

Polaroid employees, and many are hired by Polaroid, but neither company nor students are under any job obligations. Students hear about Inner City from various other training agencies in the city, and by word of mouth.) Fundamental skills courses (ABE, ESL and high school equivalency) were first offered by the company here. Polaroid initiated a fundamental skills program for its own employees later in the year.

The goal of the ABE program is to eradicate illiteracy among Polaroid employees, by teaching reading, writing and arithmetic skills through the seventh grade level, relating those skills to the job and home environment. Class size is kept below ten, with two teachers for each class tailoring individual course content for each student. (Individual goals are set up in interviews with the instructors.) Newspapers, job manuals, books and magazines are used to work on skills. Classes run from six hours a week in continuous six-week cycles. No formal grades are given. Students continue in classes as long as necessary. Currently there are 97 ABE students in nine classes.

A General Education Development preparation course (for high school equivalency exams) also runs six hours per week for students, for as long as they need to pass the Massachusetts exam. An interview and a standardized test are used to insure each individual's qualifications for the course. By the summer of 1971, 53 students had received certificates. Response has been enormous, and 98 students are currently enrolled in classes.

English as a Second Language classes are offered in every facility or plant where there is a need. This fall, with 22 students, four classes are in session. Outside consultants with a background in linguistics instruct these classes, because of the difficult job of working with employees who speak several native languages, and who speak English with various degrees of proficiency. (The Cambridge, New Bedford and Waltham plants have all hired people whose native language is Portugese, Spanish, Greek or Italian.)

Polaroid employees became interested in working with other adults, and in 1970 the Fundamental Skills staff started a training course for employees to become ABE and High School Equivalency teachers. They found that employees teaching fellow employees was really quite effective; students felt comfortable working with peers, some of whom had also taken courses in fundamental skills. Polaroid employees were also best able to relate skills to the Polaroid environment, helping students to fill out various employee forms and reports. This feeling of immediate relevance would have been impossible with outside teachers.

Fifty prospective teachers enrolled in a ten-week course, meeting for one three-hour session per week with Dr.

Mel Howards, Director of the Center of Education Development at Northeastern University. More formal ABE teacher training started in February of 1971. By May 1971, 30 teachers had been trained, and fourteen are presently paid $8 an hour for taking classes.

Polaroid employees teaching classes are full-time secretaries, lab technicians, chemists, and fill many other job positions. Several are graduates of the high school equivalency program. The staff has found that most prospective teachers need more training in the areas of audio-visual techniques, diagnostic methods and testing, lesson planning, team teaching and teaching small groups. Continuous teacher training programs help meet this need.

The most essential characteristic of a teacher, however, is the ability to empathize with the students, to understand cultural differences and to establish warm personal relationships. The staff has stiffened its qualifications for new teacher trainees, and plans review sessions and meetings with their present teaching group to discuss student problems, curriculum, and teaching methods.

The Education Department expects increased enrollments in all areas of fundamental skills. The company's Personnel Policy Committee plans to help the department solve their two biggest problems: working out schedules with department supervisors to release their employees while maintaining production quotas, and scheduling classes on three different shifts in the 24-hour day (since students can't realistically attend classes outside of work hours.)

Date project operational: 1968
Current enrollment: 125
Approximate yearly cost: $70,000

84. It's More than Just Learning English

LAWRENCE HIGH SCHOOL, Falmouth 02540
Superintendent: Harry S. Merson
Reported by: Mary Bodanza, Department of Education
Information contact: Jean Burtis, 617-548-0220
Administrative contact: Martha Hurley, Coordinator, 617-548-6965

Falmouth's five-year-old Adult Basic Education program provides more than just basic English instruction and preparation for citizenship and high school equivalency exams. It uses community resources to give adult students a practical orientation to living in the United States. In addition to learning to speak and to read English, adults obtain basic consumer information, health care aid and help from various local agencies through referrals. Natives of the United States also find help in this program.

In the last few years, people have come to Falmouth from China, England, Greece, Moracco, Italy, Brazil, Germany, Austria and Japan. The greatest number of immigrants are Portugese.

Sometimes an entire family attends classes. Students range from 15 to 75 years of age. The staff tries to accommodate students' greatly varied needs by placing them in one of three class levels. The teachers, trained in individualized and small group instruction as well as being certified for adult basic instruction, work with classes of ten to fifteen, and deal personally with each student as much as possible.

Classes meet Monday and Thursday nights at the high school, where a wing of the school is always set aside for the ABE night classes. After experimenting with class schedules, the staff found that jobs prevent most students from coming more than two nights

a week. Some students are only able to come one night a week, but they are welcomed. (This is possible because students move from level to level individually.)

Anyone can join a class during any part of the year, and all instruction and materials are free. The program simply follows the school calendar's two-semester schedule. Summer sessions were tried, but adults held jobs and could not attend. Snow and various seasonal jobs also influence attendance.

Basic English, reading and writing is taught in each of the three classrooms. History necessary for the U. S. citizenship exam is reviewed at the second and third levels. Facts about the students' native countries are also brought into the classroom, primarily through films provided by the Falmouth schools' audio-visual department. AV aids have helped in reading and speaking practice, and have brought consumer economics to the adults on cassette tapes. The staff is free to use any equipment from the department, and ABE Coordinator Martha Hurley finds the AV Department's cooperation invaluable.

Falmouth's Adult Basic Education program thrives on the interlocking roles of school teachers, administrators, and community agencies and volunteers. The program coordinator and teachers for the adult classes and also teachers in the Falmouth public school system, working at different grade levels. Their dual professional roles and personal dedication, Miss Hurley reports, are the most essential ingredients of the program. Immigrant children are placed whenever possible in these teachers' classrooms, so that the faculty may get to know both children and parents, and encourage the parents to join the ABE program if they need help of this kind. (Local social agencies and the school guidance and health departments also cooperate to cross-refer individuals to needed services.)

Teachers take their students to town meetings, and go over insurance, income tax and other kinds of forms their students may have to fill out. The faculty often get to know their students and families quite well. In addition to teaching both parents and children of some families, they organize parties for the first and last nights of classes, and at Christmas the Superintendent and his wife are invited to a party where everyone learns each other's native dances. In individual cases, teachers have urged pupils to try for higher-paying and more highly skilled jobs, and have even gone to companies on their own to recommend certain individuals for a job.

The administrator for Falmouth's school nurse program also serves as the ABE program's health educator and counselor. She keeps a health record for each student (beginning with tests for tuberculosis and hearing and sight defects), provides a list of all local physicians and dentists and urges students to make regular visits, gives short class lessons in health care, and is on hand every class night for counseling and observing. Nurse Kendall is able to counsel whole families in health care this way. Arrangements have been made with Barnstable County Hospital to provide free chest X-rays and limited physicals when necessary.

Speakers from the community volunteer their time to talk with students. A local dentist discusses dental care, and an immigration officer from Boston explains regulations concerning citizenship in the United States, a local mailman reviews mailing procedures for foreign letters and packages, and a local travel agency representative suggests ways of traveling back and forth to native countries.

The community helps spread the word about classes at the beginning of each new session. While notices go home with school children, local churches and other agencies, press, and radio announce class schedules. Teachers visit individual families on occasion.

Classes are announced and open to residents from towns surrounding Falmouth. Although some adults take ad-

vantage of this, transportation is a big problem for many who would like to attend.

Coordinator Miss Hurley feels the program has been quite successful. Many students progress from level to level and pass the citizenship exam as well as the GED high school equivalency test. But not all can attend classes continually to achieve this level, and not all are interested. Four pupils passed the GED tests last year, however, and three passed their citizenship test. One pupil was so excited and proud that he went home after passing his exam at the County Courthouse and put up a newly bought American flag.

Date project operational: 1966
No. of personnel involved: 5
Approximate yearly cost: Salaries for part-time coordinator and four instructors
Sources of funds: 90% federal (P.L. 91-230) and 10% local.

85. Regional Cooperation: An Experiment

CONCORD-CARLISLE REGIONAL SCHOOL DISTRICT, Concord 01742
LINCOLN-SUDBURY REGIONAL SCHOOL DISTRICT, Sudbury 01776
Reported by: Evelyn M. Zuk, Director, Adult and Continuing Education, C.C.R.S.D.
Information and administrative contacts: Evelyn M. Zuk, 617-369-9500 x238; David Clapp, Director, Adult Education, L.S.R.S.D., 617-443-9961 or 617-259-9527

When the Concord-Carlisle Regional School District appointed its first full-time Director of Adult Education in March 1970, her first assignment was to find out what type of program the community wanted.

The director talked to people in the school, the community agencies, town offices, clubs, on the street, in stores, in class; and finally the whole town was invited to an open meeting at the high school. More than a hundred people spent a hot June evening talking about what they wanted to know about and work on in the community. The resulting list was impressive and inclusive: the background and social climate of the town, communication between the generations, ecology, the educational system, family, mental health, women, housing, personal development, political action, race relations, recreation and youth.

Despite the involvement and hard work which went into the planning, when registration time came, the popular arts and crafts and action-oriented classes were filled. The more academic and theoretical courses had a small enrollment and many had to be cancelled.

A cooperative approach with the neighboring Lincoln-Sudbury Regional School District seemed to offer a possible solution. Residents of the four towns directly involved would have a wider selection of courses. The "market" would be greatly expanded. Combining districts approximately doubled the population and increased the peripheral towns. Underenrolled classes could be combined. It would not be necessary for both districts to offer all classes, and new or experimental courses could be tried out at one school rather than both.

With administrative and school committee approval, it was decided to publish a single brochure listing all courses offered by both school districts. Classes were grouped under general subject areas by location. Mailing and registration procedures and dates were standardized. Mail registration was encouraged.

It is still too early to evaluate the results in numbers of students and "saved" classes. Some benefits, however, are already apparent. Verbal response has been gratifying. Phone

calls and notes enclosed in mail registrations indicate that people are impressed by the variety of courses and the number of offerings. People also seem to "like" the idea of cooperation with a neighboring district.

The anticipated problem of checks and registrations sent to the wrong office did not materialize. Of the first thousand registrations, not more than fifteen were sent to the wrong town.

Statistics on registrations and a preliminary evaluation of the program will be available by December 1971.

Date project operational: September 1971
No. of students involved: 1,500-2,000
Approximate yearly cost: $39,500 (Concord appropriation for 1971)
Source of funds: Tuition and registration fees, town appropriations and federal subsidy through the occupational division of the State Department of Education.
Dissemination materials available: Brochure

86. Vocational Training in State Prisons

MASSACHUSETTS DEPARTMENT OF CORRECTION, 100 Cambridge St., 22nd floor, Boston 02109
Reported by: Harold McNulty, Department of Education
Information and administrative contact: Gerald O'Loughlin, 617-727-3310

The Massachusetts Department of Correction for the last five years has been working to get vocational education programs off the ground in the state prisons. Gerry O'Loughlin, Supervisor in Education for the Department of Correction, feels that the programs are still inadequate, but that they are steps in the right direction, and that they are mushrooming.

At first the Correction Department had no money for vocational education and so worked with industrial firms which voluntarily set up training programs for the prisoners. Later, the Division of Occupational Education of the Department of Education funded Bristol Community College in order that Bristol might start vocational projects in the penal system.

Honeywell, Inc. first sponsored basic computer programming classes at Walpole, and then at the Norfolk institution. Graduates of the basic classes are employed as computer programmers and have programmed work for the state Department of Education, the Department of Natural Resources, the Department of Employment Security, the Department of Corporations and Taxation and local cities and towns. In the 1969-1970 scholastic year, fifteen men took part in the Walpole program.

At Norfolk, there is a core group of twelve inmate programmers who work as full-time computer programmers. Furthermore, they teach beginner students and attend classes given by Honeywell in advanced programming. All those who stay in the program come out knowing several computer languages. Honeywell also instigated an electric data processing class at Norfolk in 1968. Since then, 153 certificates have been awarded inmates for completing twelve different courses. Men who have been trained as programmers are given full-time work assignments.

The state prison at Bridgewater also trains inmates in data processing, thanks to Bridgewater State College. The college has provided an IBM 360-20 computer, some peripheral equipment and the teaching staff to train the inmates in unit record keeping, grade reporting, class listings, payroll, inventories and student quarterly warnings. The center has processed data for the Maritime Academy as well as for local colleges. Patients from the Sex Treatment Center and Drug Addiction Center are enrolled here. Recently, six released patients secured solid positions because of this training.

These and other state prisons offer other vocational education programs

for such skills as welding, barbering, cooking and baking, radio and TV repair, sheet metal work, mechanical drafting, electrical work, auto body repair, auto mechanics, carpentry, etc. Several placement services attached to prisons and private industry have worked hard to enable released men to use their training. Mr. O'Loughlin comments, "This is just a beginning, and there is a great need for more vocational training and social education for felons both inside and outside of the prison system."

Date project operational: 1966
Approximate yearly cost: None extra (cooperative program with industries)
Visiting policy: By application

87. OWL (Onward With Learning)

ADULT LEARNING CENTER, 555 State St., Springfield,01101
Superintendent: John Deady
Reported by: Elaine Paterno
Information contacts: Robert Heon and Elaine Paterno, 413-732-4698
Administrative contact: Ray Morrow, 195 State St., Springfield 01101, 413-733-2132

Springfield's adult population may have heard about the OWL (onward with learning) Center by watching a TV commercial or simply by walking past the brightly lit storefront learning center at 555 State Street. Since it opened its doors in January 1971, over 400 adults have enrolled in the Springfield Adult Learning Center to pursue their education at no cost. They range in age from 16 to 74.

Programs in Adult Basic Education (ABE) were first implemented in 1965 when Springfield, at the request of the State Office of Civic Education piloted a small study involving three teachers and a coordinator. Not until 1969 was additional funding available from the city to expand ABE facilities and staff and give Springfield teachers released time to participate in ABE conferences and make visits in and out of state. In the fall of 1970, with state Department of Education support to design and staff a full-time adult education center, OWL's unique educational concepts were put into practice.

OWL is unique in providing for each student's involvement in working out and scheduling his own program. Because the center employs three full-time contracted teachers, it can keep its doors open from 9 a.m. to 9 p.m., Monday through Thursday, and from 9 a.m. to 3 p.m. on Friday.

The philosophy of the OWL program is that "an individual truly becomes an individual in his own learning process." Few, if any, students have identical programs when they begin at the center.

Here's how it works: On his first visit, a prospective student fills out a registration form which provides basic background information and helps establish his general literacy level. Then he informally discusses his goals with an OWL counselor and finds out how the center can help. He is taken on a tour of center facilities, and has a chance to talk with other students.

On a scheduled second visit, he takes diagnostic tests in basic areas such as arithmatic, spelling, vocabulary and reading comprehension. These tests help show him what his strengths and weaknesses are. In view of his own goals and test scores, his program is set up and discussed with him. Learning time at the center is scheduled according to his convenience. Typically, a student will spend about three hours each time he comes to learn at OWL.

Already, some 30 enrollees have passed the General Education Development test with excellent scores. Community response to the program is enthusiastic. Local colleges, churches, and private groups have asked ABE staff members to explain how OWL's educational concepts

work, and Springfield's NAB-JOBS (National Alliance of Businessmen-Job Opportunities in Business) has awarded over $10,000 in contracts to the center for providing the Job Related Education component of their business contracts.

According to Ray Morrow, Springfield's Adult Education Director, OWL teachers have been instrumental in the program's development since September 1970. They have based curriculum primarily upon the Educational Development Laboratories Reading 100 and 300 system, which the student is expected to follow in prescribed sequence; but a wide variety of related material is also available for student selection. Related media facilities include Language Master Units, programmed instruction machines and texts, the controlled reader, synchronized projector and cassette recorder, and individualized rear screen projectors.

Approximately 95% of the OWL enrollees are voluntary "walk-ins". None have received any kind of federal or state reimbursement for participating. However, the center has recently received approval from the Veterans Administration, so veterans enrolled in the program may now receive benefits.

Date project operational: October 1970
No. of students/personnel involved: Personnel 3, students 750
Approximate yearly cost: $30,000 (personnel $26,000, materials $4,000; plus initial investment of $20,000 for materials)
Sources of funds: State Department of Education and City
Visiting policy: "Open-door" by appointment.

88. John Hancock Prep Program

JOHN HANCOCK MUTUAL LIFE INSURANCE CO.
200 Berkeley Street, Boston 02109
Reported by: H. McNulty, Department of Education
Information and administrative contact: Karen Keep, 617-421-2263

For the past four years, the John Hancock Mutual Life Insurance Company has offered an evening education and job training program for minority people living in the city. The program offerings are diverse: courses for high school equivalency certificate, preparation for General Education Development testing, instruction for Civil Service exams (Junior Building Custodian and Fire Fighter), training in office job skills, basic education courses in reading and math, and professional academic guidance. The staff has been culled from school systems in the Metropolitan Boston area and from the John Hancock Education and Training staff.

Classes meet Tuesday and Thursday evenings for two fifteen-week terms, one beginning in mid-September and the other in mid-winter. Busses pick up enrolled students at Dudley Station, Forest Hills, and Egleston Street Station and return them after classes and a free hot supper. The program is operated as a public service, and not as a feeder program for prospective or present Hancock staff.

Date project operational: January 1968
No. of students/personnel involved: Personnel 20, students 90 per term
Dissemination materials available: Descriptive flyer
Visiting policy: By appointment

89. Community Education Center

AMHERST-PELHAM JUNIOR HIGH SCHOOL,
Chestnut St., Amherst 01002
Superintendent: Ronald J. Fitzgerald
Reported by: Paul Healy, Director of Extended Services
Information contact: Paul Healy, 413-549-3770
Administrative contact: Ronald J. Fitzgerald, 413-549-3690

Amherst-Pelham's adult education program had an enrollment of 200 in 1965. Two years later, the program had gained so much popularity and community sup-

port that a 900 square foot area in a proposed junior high school was designed to be used exclusively by adults -- both daytime and evening. The plans for the $4.8 million school were approved by a two to one margin, and in September 1969, it opened its doors.

Instead of being called the Amherst-Pelham Junior High, the building is known as the Amherst-Pelham Community Education Center because it serves as an activity-learning center for the adult community as well as 1,200 junior high students. This is in accord with a philosophy adopted by the school committee that education should continue throughout life.

The adult education area of the building includes a large classroom with lots of storage space and mailboxes for all of the adult education teachers, plus an office for the director. It is located in an easily accessible area of the school.

The entire building was planned for independent study, and this concept has also been extended to the adult level. When the educational specifications were being drawn up, the "community use" concept was kept in mind along with the needs of the publics to be served. The basic premise of an ungraded elementary and secondary program was kept, and expanded and extended to the adult community. The results have been a seven-day programming approach to education, both day and evening.

Adult students are welcomed at any time facilities are available. This approach is coordinated with the classroom instructor and individual programming is developed for the student. The adult student who may have a two-hour class session during the day may spend four, six, or eight hours working independently. An example of this is the very popular ceramics class where adult students take one class per week with the instructor and work on an open lab basis as many as three other nights per week (a sign-up sheet is used for those who want to work on one of the eight pottery wheels).

The Amherst-Pelham Adult Education program now offers more than 150 courses and has an enrollment of 2,000. Paul Healy, the program's full-time director, has three part-time assistants (who are full-time day teachers). In addition to taking care of the daytime and evening programming for the adults, Mr. Healy also handles the logistics of in-service programs for the school system.

Those taking adult education courses pay a $5 registration fee for weekly courses, and $10 for those meeting twice a week. They must provide their own materials. Senior citizens (over 65) are entitled to enroll for half of the fee, and some programs are run for them at the Senior Center.

Registration for the school district residents takes place at the Continuing Education Office on a Saturday, from 9 a.m. to 1 p.m., and each student is required to register in person. Mr. Healy reports that people interested in the more popular courses sometimes arrive at 7:30 in the morning so they can be first in line. A computer card is made up for each spot in every class. The cards are placed in piles for each class on a large table. Those registering simply pick up a card for each course they want to take, fill it out, and turn it in at the door with their registration fee. Part of the card is detached and becomes their receipt. When the cards are gone, prospective registrants know that the class is filled.

People who live outside the Amherst-Pelham School District can register from 12 noon to 1 p.m. on a space available basis, and pay a $10 or $20 fee depending on whether the course meets once or twice a week.

The most popular courses are in the arts and crafts area, but the program does offer adult basic education, preparation for the high school equivalency exam, and beginning English for the foreign born. Among the more unique courses are: a pregnant woman's exercise class, Chinese painting, stained glass, and a bird identification course which meets at various Audubon sanctuaries bright and early on Saturday mornings. The language lab has been utilized for a stenography course with such good results that the high school has now adopted the practice.

Cooperative programs with the Continuing Education Center at the University of Massachusetts offer university credit. Training courses for law enforcement officials are also held in cooperation with the local police department.

Another unique and very successful course offering is "Orientation to the Public Schools". It was designed initially for student teachers, substitute teachers, and teacher aides in the school system. Then, by popular demand, it was opened to parents who were interested in finding out more about their children's education. Each of the thirteen two-hour sessions covers a different aspect of the school program. Among the areas covered are: teaching methods, guidance services, library and audio-visual services, testing and evaluation, staff and community relations, and the various curriculum areas. The classes are taught by teachers and administrators who volunteer their time.

Many of the center's programs are co-sponsored with local groups -- activities which neither the schools nor the groups can handle alone, such as square dancing and ballroom dancing.

Paul Healy feels the only restricting factor in the adult education program is "how much imagination you have". He holds three adult education staff meetings per year in an effort to spark ideas for new courses. According to Mr. Healy, the Community Education Center offers something for either adults or children seven days a week from 7:30 a.m. until 10:30 p.m. The way he feels about it, "The building is going to be obsolete before it's worn out, so why not wear it out!"

Date project operational: 1969
No. of students/personnel involved: Personnel 45, students 2,000
Approximate yearly cost: $24,000
Sources of funds: School budget and registration fees

90. Boning Up for the High School Equivalency Exam

GLOUCESTER HIGH SCHOOL, Gloucester 01930
Superintendent: Calvin E. Eells
Reported by: Harold McNulty and Rosalind Michahelles, Department of Education
Information and administration contact: Leo Amero, Director, Adult Education, Gloucester Public Schools, 617-283-1530/4401

High school dropouts who are at least nineteen years old and adults who may never have attended high school can now obtain a high school equivalency certificate acceptable to most Massachusetts colleges and universities, by passing a General Education Development test. Ability to understand and reason, rather than the amount of accumulated facts, is tested in English, social studies, the natural sciences and math. This ten-hour exam is given periodically at various community colleges around the state for a fee of five dollars.

To help those preparing for the exam, Gloucester's Director of Adult Education, Leo Amero, started one of the first preparation courses for GED testing in the Commonwealth. The class meets two evenings a week for ten weeks in the fall to study reading and grammar and ten weeks in the winter to cover math. Reading selections are taken from science, literature, history, etc., to correlate with subjects covered on the exam.

Those taking the course are charged only $5, which pays for the salaries of the instructors. Each student is also expected to buy his own math textbook.

Reading and grammar materials are borrowed from the high school. Mr. Amero also equips the teachers with the Cowles' test preparation series, which makes students familiar with multiple choice questions similar to those on the GED exam.

Twenty-five to thirty adults and young people take the course every year, and at least 75 percent pass the exam. Some students even come back to classes after passing the exam -- a real plaudit to the worth and attraction of the GED course.

Date project operational: 1968
No. of students/personnel involved: Personnel 2, students 25-30 per year
Approximate yearly cost: $640 for personnel
Source of funds: Adult Education of Gloucester

WHY ARE YOU A BOOK?
BECAUSE THEN EVERYONE COULD READ ME!
WHY DO YOU WANT PEOPLE TO READ YOU?
TO READ!
WHAT'S A BOOK FOR?
WOULDN'T YOU BE A BOOK?
YES BUT WHAT WOULD I DO?
YOU WOULD BE SMART, KNOW HARD WORDS, HAVE BEAUTIFUL PICTURES IN YOU AND HAVE ANY KIND OF STORY YOU WANT!
HOW COULD I BE A BOOK?
BY JUST READING BOOKS AND OTHER THINGS
THANKS FOR TELLING ME THAT
GOODBYE
GOODBYE AND THANKS AGAIN!

Me, A Book? You're Kidding

by Thomas Rogaski

from Wishes, Lies, and Dreams, by Kenneth Koch

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HOW TO MULTIPLY AN INNOVATION

Q: Who may send in a promising practice?
A: Anyone--parent, student, teacher, principal, superintendent, news reporter, citizen, businessman--anyone.

Q: What kinds of projects are considered suitable for reporting?
A: It may be a small classroom practice, the way the school is organized, a pilot project worthy of further attention, homegrown or national curriculum, almost anything. Projects may be in the schools or peripheral to the schools. If there is a question about suitability, feel free to contact the area UNLOCK consultant or the Bureau office first.

Q: What criteria are used in making decisions about which projects to include?
A: Criteria include evidence of imagination, a capacity to be transferred to another setting fairly easily, the serving of new or neglected audiences, interesting rearrangements or variations, the presence of new materials, and timeliness.

Q: How new must the idea be?
A: Usually we like a practice to have been in operation for at least six months. We have also included programs which have been in operation more than 10 years,and others which are no longer in operation. As long as an information contact person is available and the program is effective and worth replicating, we are interested.

Q: How much information must the reporter supply?
A: It is extremely helpful to have just a descriptive name of the program, a sentence or two about it, and the name of an information contact. This may be transmitted by letter or by the Kaleidoscope Lead Report form in this book. We do appreciate as much data as the reporter can gather (news articles, etc.)

Q: What is meant by "information contact" on the form?
A: This should be the person most in the middle, most knowledgeable about the idea. It is often a program director or teacher. The information contact should be able to answer in some detail questions from inquirers.

Q: What is meant by "administrative contact" on the form?
A: This should be the building administrator or the citywide staff person who has administrative responsibility for the program and who can answer questions from that perspective.

Q: Are federally-funded programs eligible?
A: Yes, if they meet the above criteria. We prefer a balance between locally-funded and federally-funded,however; and generally keep the latter to one-third or less, from a variety of acts and titles.

Q: Where should the information be sent?
A: It can come directly to the Bureau, to the area UNLOCK consultant, or to the local UNLOCK representative. The advantage of sending it to one of the UNLOCK agents is that he can add additional information to it before sending it on to the Bureau.

Q: What happens to the Lead Report once it is turned in?
A: A Bureau staff member further investigates the lead, contacting the name given. If the idea seems appropriate for Kaleidoscope, he makes sufficient inquiries by telephone or personal visit to gather information for a write-up. Then a draft is written and checked with those whose names are in the heading.

LIST OF AREA *UNLOCK* CONSULTANTS

Berkshire Area: Thomas White, State Department of Education Regional Office, 7 North Street, Pittsfield 01201 413-499-0745 ((684-0996)*

Bristol Area: John Carnes Walton, Box 962, Taunton 02780 617-336-7272 (824-8956)

Cape and Islands Area: William Sullivan, Bourne Grammar School, Bourne 02532 617-759-7455 (759-5672)

Essex Area: Leo Bisaillon. Director of Testing, Beverly Public Schools, Beverly 01095 617-922-0316 (922-4118)

Franklin Area: Mrs. Harriette Enoch, 67 Memorial Drive, Amherst 01002 (413-253-2928)

Hampden Area: Dr. Robert Saisi, Westfield State College, Westfield 01085 413-568-3311, Ext. 40 or 67 (203-928-3350)

Hampshire Area: Richard Krzanowski, Middle Annex, 9 Center Street, Easthampton 01027 413-527-0037

Northern Middlesex Area: Mrs. Beverly Lydiard, 4 Fairway Road, Acton 01720 (617-263-7070)

Southern Middlesex Area: Joseph Hannigan, 70 Warren Road, Framingham 01701 617-877-5101 (875-5025)

Plymouth Area: Miss Elizabeth Tormey, Bridgewater-Raynham Regional High School, Mt. Prospect Street, Bridgewater 02324 617-697-6902 (586-4001)

Suffolk Area: Miss Barbara Kaufman, Bureau of Curriculum Innovation, 182 Tremont Street, Boston 02111 617-727-5790

Northern Worcester Area: Harold F. (Jack) Desmond, Junior High Lab School, Fitchburg State College, Fitchburg 01420 617-343-6417 (342-5070)

Southern Worcester Area: Roger Charette, Tantasqua Regional High School, Main Street, Sturbridge 01566 617-347-9301 (764-6917)

*home telephone numbers listed in parenthesis

KALEIDOSCOPE LEAD REPORT

Complete information is helpful, but do not let lack of some data prevent you from sending in a report. The essential things are a descriptive title, an information contact, and a couple of sentences defining the project.

Return completed form to your area or local UNLOCK representative, or to the Bureau of Curriculum Innovation, 182 Tremont Street, Boston 02111

Descriptive title _____

Location (school/street address/town/zip) _____

_____

Reported by _____ Relation to project _____

Information contact(s) _____ Relation to project _____

Address _____ Phone _____

Administrative contact _____ Title _____

Address _____ Phone _____

Superintendent _____

Date project operational _____ No. students involved _____

Approximate yearly cost, personnel _____ materials _____

Cost over and above regular budget _____ Source(s) of funds _____

Dissemination materials available--films, brochures, etc. _____

_____

Visiting policy--if definite or unusual _____

DESCRIPTION *A concise statement of 100-300 words is very helpful and often sufficient for our purposes. If, however, you would like to add further information and attach descriptive materials, please do so. Photographs, illustrations, and diagrams are also welcome. In preparing a description, include such items as how and why the practice started; the age group and any special characteristics of its audience; specific examples of materials used and activities undertaken; some idea of physical arrangements and logistics; the project's strong points; the project's weak points; any critical problems and how they were solved; how it differs from previous practices; results/impact of program (anecdotes and/or formal evaulation).*

Kaleidoscope Lead Report, continued

Comment by local/area UNLOCK representatives:

signed/date

CITY, TOWN, AND REGION INDEX

Numbers refer to articles, not pages. Underlined numbers refer to projects in non-public schools. Regional school district projects are listed by the name of the district, rather than by individual towns.

Amherst, 91
Amherst-Pelham RSD, 9, 62, 89
Andover, 20, 75
Arlington, 5
Bedford, 78
Bellingham, 39
Beverly, 96
Boston, 11, 13, 14, 19, 21, 25, 32, 72, 77, 88
Bourne, 45,67
Bridgewater, 86, 94, 98
Brockton, 44
Brookline, 15, 37, 48, 49
Cambridge, 16, 44, 69, 76, 83
Carver, 26
Chestnut Hill, 100
Concord, 54
Concord-Carlisle RSD, 85
Dedham, 53
Easthampton, 2, 47
Falmouth, 6, 84
Fitchburg, 44, 63
Framingham, 28, 52, 79
Gloucester, 35, 90
Hathorne, 58
Hingham, 8
Hopkinton, 80
Ipswich, 34, 40
Lexington, 18
Lincoln-Sudbury RSD, 43, 61, 85
Longmeadow, 1
Lowell, 60
Marblehead, 12
Masconomet Regional SD, 74
Melrose, 30
Milford, 10
New Bedford, 41
Newton, 44
Norfolk, 86
North Dartmouth, 22
Northampton, 59,71
North Reading, 3
Orange, 29, 64
Orleans, 23
Pittsfield, 44, 46
Plymouth-Carver RSD, 26, 66
Quincy, 42, 70, 81
Saugus, 4
Sheffield, 27
Sharon, 44
Shirley, 31
Springfield, 44, 56, 87
Stoneham, 38
Stow, 55
Sudbury, 44, 65
Tantasqua RSD, 57
Wachusett RSD, 33
Walpole, 44, 86
Waltham, 14, 93
Westboro, 31
Westfield, 92, 95, 97, 99
West Springfield, 51
Weston, 7
Westwood, 53
West Yarmouth, 68
Worcester, 17, 24, 36, 44, 73, 82
Wrentham, 14, 50

GRADE LEVEL INDEX

Numbers refer to articles, not pages

Primary-Elementary: 4, 6, 8, 10, 11, 13, 14, 16, 20, 23, 26, 27, 28, 32, 35, 36, 38, 41, 42, 44, 46, 48, 50, 54, 55, 64, 67, 68, 75, 80, 81

Junior High: 14, 25, 26, 45, 63, 65, 68, 71, 72, 77, 79

Senior High: 1, 2, 3, 15, 22, 24, 27, 28, 37, 40, 42, 43, 56, 57, 58, 59, 60, 61, 62, 66, 69, 73, 76, 78

Secondary (Jr. and Sr. High School): 5, 9, 21, 29, 31, 33, 39, 47, 49, 51, 52, 74

K-12: 7, 12, 17, 18, 19, 30, 34, 53, 70

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UNLOCK representatives

Massachusetts education editors: radio, press, TV

Active members of the Education Writers Association

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Department of Education staff, offices

Departments of Education and ESEA Title III Coordinators in the 50 states

All contributors to KALEIDOSCOPE

If you wish to be placed on our mailing list, and you are not a member of one of these groups, fill out the form below and return to the KALEIDOSCOPE office. You will receive two free issues of KALEIDOSCOPE per year, and four issues of KEYnotes, our newsletter offering educational materials.

Please place my name on the KALEIDOSCOPE mailing list.

Name _____

Address _____ Town _____ Zip _____

If you circle the appropriate categories below, it will help us greatly as we computerize our mailing list:

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student curriculum coordinator administrator editor
parent community organization businessman other _____

LEVEL: preschool kindergarten elementary junior high
high school junior college other _____

RETURN TO: KALEIDOSCOPE, Bureau of Curriculum Services, Department of Education, 182 Tremont St., Boston, Massachusetts 02111